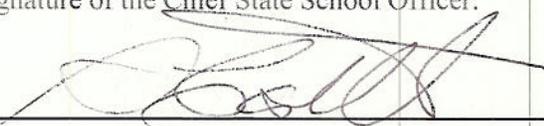


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Oregon Department of Education	Applicant's Mailing Address: Oregon Department of Education 255 Capitol Street NE Salem, OR 97310-0203
State Contact for the School Improvement Grant Name: Tryna Luton Position and Office: Director of School Improvement & Accountability, Office of Educational Improvement & Innovation Contact's Mailing Address: Oregon Department of Education Public Service Building 255 Capitol Street NE Salem, OR 97310-0203 Telephone: (503) 947-5922 Fax: (503) 378-5156 Email address: tryna.luton@state.or.us	
Chief State School Officer (Printed Name): Susan Castillo	Telephone: (503) 947-5740
Signature of the Chief State School Officer: X 	Date: < FORMTEXT November 29, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Oregon



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



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

Paperwork Burden Statement

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

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

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

Availability of Funds

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

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

State and LEA Allocations

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

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

Consultation with the Committee of Practitioners

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

FY 2010 Submission Information

Electronic Submission:

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

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

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

Paper Submission:

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

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

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

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

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

FY 2010 Application Instructions

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

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

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

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

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

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Oregon Department of Education	Applicant's Mailing Address: Oregon Department of Education 255 Capitol Street NE Salem, OR 97310-0203
State Contact for the School Improvement Grant Name: Tryna Luton Position and Office: Director of School Improvement & Accountability, Office of Educational Improvement & Innovation Contact's Mailing Address: Oregon Department of Education Public Service Building 255 Capitol Street NE Salem, OR 97310-0203 Telephone: (503) 947-5922 Fax: (503) 378-5156 Email address: tryna.luton@state.or.us	
Chief State School Officer (Printed Name): Susan Castillo	Telephone: (503) 947-5740
Signature of the Chief State School Officer: X	Date: November 29, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2010 Application Checklist

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

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

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

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

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

PART I: SEA REQUIREMENTS

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

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

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

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

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

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:

Defining and Identifying Oregon’s Tier I, II, and III Schools

In an effort to blend State and Federal requirements and to create a unified comprehensive system for assisting low achieving schools, Oregon has one definition and method of identifying Tier I, II, and III schools for School Improvement Grants and also for Race to the Top and State Fiscal Stabilization funding.

In the December 2009 School Improvement Grants Application for funding under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA):

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Selecting schools eligible for funding requires that the SEA identify three levels of need described as Tier I, II, and III schools. Oregon's "persistently lowest achieving" schools are within Tiers I and II.

Identifying Tier I

Tier I schools consist of the following:

- 1) The lowest performing schools among those identified as in Title IA improvement, corrective action, or restructuring status. Performance is measured using a combined two-year average (from school years 2008-09 and 2009-10) of the percent of students meeting or exceeding the performance standards on state testing in English/language arts and mathematics. The lowest-achieving five percent or the lowest-achieving five Title IA schools in improvement, corrective action, or restructuring in the state, whichever number of schools is greater are identified as Tier I schools.
- 2) Also added to the Tier I list are those Title I schools currently in Title IA improvement, corrective action, or restructuring status that had a two-year average NCES graduation rate of less than 60% for the 2008-09 and 2009-10 graduating classes.

Identifying Tier II

Tier II schools are identified as follows:

- 1) Those secondary schools eligible for, but not receiving, Title IA funds. Eligibility for funds is defined as having a percentage poverty rate greater than or equal to 40 percent as reported by the district in the application for Title I funds. The schools identified for inclusion in Tier II are the lowest-achieving five percent or the lowest-achieving five among these secondary schools as measured by a combined two-year average (from school years 2008-09 and 2009-10) of the percent of students meeting or exceeding the performance standards on state testing in English/language arts and mathematics.
- 2) Also added to the Tier II list are those secondary schools eligible for but not receiving Title I funds for the 2010-11 school year that had a two-year average NCES graduation rate of less than 60% for the 2008-09 and 2009-10 graduating classes.

Identifying Tier III

Tier III consists of the schools in Title IA improvement, corrective action, or restructuring status, that are

not included among the Tier I schools.

Other Definitions

High school: Any school enrolling students in grade 10 or higher.

Middle school: Any school enrolling students in a grade no lower than 5th grade and no higher than 9th grade.

Secondary school: Any middle or high school.

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

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

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

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

EXAMPLE:

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

EXAMPLE:

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

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

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

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

B. EVALUATION CRITERIA:

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

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

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

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

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

- 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.

The LEA Application outlines the information each LEA funded school will need to provide to

establish the NEED for School Improvement Grant funds for the intervention selected for that school. Those applications, once submitted by the LEA, will be reviewed in a formal review process by a trained set of readers, and each application will be rated, based upon the LEA's establishment of the need for the identified school.

Specifically:

The SEA will require evidence that the LEA has conducted needs assessments of each Tier I and Tier II school to determine which intervention will be selected.

An acceptable needs assessment will include:

- An analysis of more than one previous school improvement plan to identify measurable targets set, how effective the plans were in meeting targets, and other indicators (such as student growth, multiple observation-based assessments of performance, and/or ongoing collections of professional practice matched to student achievement) to determine the level of fidelity of implementation

OR

In the case where multiple years of school improvement plans are not available from the school, alternative sources of similar information will be specified and used.

- The LEA has examined student achievement in sub groups to determine instructional needs of students. This will include subgroups identified as unique and consequential to the school beyond those specified in ESEA. These might include neighborhood of residence, students transferring from other districts, and/or Career and Technical Education (CTE) program participants that could include mathematics and/or English/Reading instruction that also serves to improve and enhance student achievement and skills.
- The LEA has examined such factors as governance, staffing, parent involvement, curriculum, instruction, staff capacity to meet instructional needs, facilities, and funding sources to determine areas of concern and weakness. The district may also conduct a match-gap analysis to identify any possible gaps between the existing Oregon standards and actual instructional practice in the classroom. Any identified gaps can then be closely examined to improve the school curriculum and instruction to improve student achievement.
- The LEA has examined all of the above in order to select the most appropriate intervention for each of the Tier I and Tier II schools.

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.

As with item (1) above, each submitting LEA must show its CAPACITY to find and develop the required resources for the intervention selected. The selected intervention for each school must be sufficiently supported through the development of a workable School Improvement Plan by a School Improvement Grant Leadership Team (SIG-LT) drawn from the local educational community, and be planned out such that ACTIONS proposed are matched on the timeline and budget submitted.

The consistency, efficacy, ability to implement the interventions fully and effectively, and the sustainability over time of the proposed improvement plans and actions will be reviewed in a formal process with sufficient feedback offered to each submitting LEA so that it receives a solid start on the intervention process. Collaboration between and among all involved parties will be emphasized as the School Improvement Grant Leadership Team (SIG-LT) moves ahead.

The formal process for review of submitted LEA applications will occur as follows:

The Oregon Department of Education (ODE) will post the LEA/School application online, and districts and schools will download the document to complete. All applications are due by April 4, 2011.

ODE will assemble a panel of K-12 and other educators to review the submitted applications. There will be a half-day of training for the reviewers using the Scoring Rubric (see attached.) Once an acceptable level of reader reliability is achieved, the actual review will begin, and is expected to take 2.5 days.

Each application will be read and rated three times. Reviewer comments regarding specific areas of the application will be made and discussed by each of the teams, and those comments will be pulled together for feedback to LEAs/Schools. One member of each team reading the applications will be ODE staff.

A rubric developed by school improvement staff will be used to score the applications. The rubric has 19 sections, with each section earning either one, two or three points and one section double weighted (two, four, or six points). Applications which receive a minimum score of "Adequate" for each of the 19 sections will be eligible for funding. Applications that receive a score of "Inadequate" on any of the 19 sections may be invited to make revisions and resubmit (based on overall quality of the application). After any such revisions are granted and completed, those applications that meet the minimum rubric requirements, will be funded based on:

- Tier
- Achievement or graduation rate
- Total score on the rubric
- Reasonableness of requested amount (amount per student)
- Commitment to change/reform (and to full implementation of selected model)
- Overall quality of application
- As funding allows

An application that receives a score of "Inadequate" on ANY of the 19 sections of the rubric and is NOT invited to make revisions and resubmit, WILL NOT be funded.

The review process is scheduled for April 13, 14, and 15, with the expectation that all applicants will be funded by June 2011.

After thorough evaluation and research, the LEA will commit to:

- Dedicate adequate and experienced staff, resources, time and focus to fully implementing the selected intervention in each of the Tier 1 and Tier 2 schools identified in its application;
- Participation in the Oregon Statewide System of Support (OSSS) as part of fully and effectively implementing the selected intervention

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).

LEAs will be required to submit a separate budget for each identified Tier I and Tier II school that will allow for a detailed assessment as to whether sufficient funds have been requested and appropriately budgeted in order to implement the selected intervention model. The assessment of sufficiency of funds will be guided primarily by the demonstrated needs of the LEA to allow them to serve each Tier I and Tier II school. LEAs are also welcome to apply for the SIG to serve any Tier III schools (submitting a separate budget for each), but it is expected that there will not be enough funding to be able to award any grants to Tier III schools. If a Tier III school were to be funded, it may choose one of the four intervention models, but it is not required to do so if other plans for school improvement would be more appropriate for such schools (as determined by the LEA).

LEAs will be asked to describe their needs to implement the selected intervention model(s), and they will also be asked to identify relevant areas of alignment with other federal, state and local funding sources. LEAs will be required to also include information about other fiduciary resources that are allocated to the school that will be used to implement the selected intervention model. Considering the LEA's demonstrated needs and identified areas of alignment with other funding sources, The Oregon Department of Education will determine if sufficient funds (up to the maximum grant amount of \$2 million per year for each of the three years) have been budgeted to fully and effectively implement the selected intervention model and other grant requirements, as follows:

- Implementing fully and effectively the components, as outlined in the final requirements, of the selected intervention model for each Tier I and /or Tier II School for which the LEA has elected to serve.
- Implementing systemic changes in leadership, student support, curriculum, instruction and assessment that will support the implementation of the selected intervention
- Providing time for staff collaboration and professional development that directly supports implementation of the selected intervention model.
- Providing leadership development for principals and other school leaders that directly supports implementation of the selected intervention model.
- Providing training for new teachers that join turnaround schools through mentoring and job-embedded professional development.

Part 2

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

Introduction

The Oregon Department of Education has committed to a 3.5 year plan process (see Timeline in

Appendix D), with implementation of the model starting at the beginning of the 2011-12 school year. Planning on the part of identified LEA's/schools will begin as soon as funds are made available.

Additionally, LEAs will be expected to examine data from past years of School Improvement efforts, including existing and proposed School Improvement Plans, and the results and outcomes from work with those plans. In addition, LEAs will be required to address the following questions in the application for School Improvement Grant funds.

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.

1. Design and implement interventions consistent with the final requirements.

The factors that Oregon Department of Education will use to assess the LEAs commitment to design interventions consistent with the final requirements may include, but are not limited to:

Leadership and Decision Making:

- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them an opportunity to provide input.
- The LEA has successfully completed a continuous improvement planning process that will guide the design of interventions.
- The LEA has implemented a comprehensive needs assessment that will inform the design and implementation of intervention strategies.

Curriculum and Instruction:

- The LEA provides direction to the school in the description, scope, focus, articulation and alignment of curriculum, instruction and assessments with state standards.

Human Capital (Personnel):

- The LEA has staff in place with the expertise and experience to research and design the selected intervention as intended while still meeting local needs.

Student Support:

- The LEA will engage parents in supporting students in increased student achievement
- The LEA will describe how it will address the needs of specific student populations including, but not limited to students of poverty, English Language Learners and students with disabilities.

Budgeting:

- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.

- 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. The maximum amount an LEA may be awarded and subsequently spend is \$2 million annually to implement the chosen model in each school. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
- The LEA has demonstrated adequate fiscal capacity to implement the selected intervention model.

The SEA will convene a review committee comprised of ODE staff, district leaders (from districts not eligible for the grant), and leaders from various educational agencies. The review committee will meet for three days to evaluate the grant applications and to assess the LEA's commitment to design and implement interventions consistent with the final requirements. Each application will be reviewed more than once by separate individuals. The review committee will use a rubric created by the SEA to evaluate the extent to which the LEA exceeds, meets, or fails to meet requirements.

Continued assessment of the LEA's commitment and sufficiency will take place by means of the Oregon Statewide System of Support (OSSS). Each district will be assigned a support coach and ODE team member. School coaches will be assigned to help meet and review goals. ODE team members will meet with the district and school teams, communicate, and monitor progress on an ongoing basis.

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

The Oregon Department of Education will use the following criteria to assess the LEA's request for additional external support beyond what is available through the Oregon Statewide System of Support:

Reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:

- Analyzing the LEA's operational needs.
- Researching and prioritizing the external providers available to serve the school.
 - Consider and analyze the external provider market.
 - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
- Engaging parents and community members to assist in the selection process.
- Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.

Detailed and relevant criteria for selecting external providers that take into account the specific needs of the schools to be served by external providers. These criteria may include, but are not limited to:

- A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
- Alignment between external provider services and existing LEA services.
- Willingness to be held accountable to high performance standards.
- Capacity to serve the identified school and its selected intervention model.

The SEA will assist LEAs in their review processes for selecting external providers if the LEA recruits, screens and selects any external providers for use in their implementation plan. The external providers that will be part of statewide services provided as part of the OSSS, will be recruited, screened and selected within the ODE contract and procurement process. The ODE School Improvement team will, with the assistance of the ODE Procurement Office, create contracts and requests for proposals to be put out for bid. When proposals are reviewed, a review team will be selected of ODE team members, district personnel, Educational Service District personnel, and/or other appropriate ODE partners. The review team will read and score proposals individually using procurement evaluation criteria. The review team will come together after doing individual reviews and make decisions on the external providers. Potential providers will be scrutinized by the Oregon Department of Justice and/or the Oregon Department of Administrative Services for fiscal stability and a check of references and criminal record. ODE will then negotiate further details of the contract and finish the procurement process.

3. Align Resources with interventions.

An LEA can build capacity for a school to implement one of the intervention models through the alignment of resources with school improvement activities. In general, funding sources for LEAs come from two sources; the state general fund and federal funds. It is critical that areas for alignment of resources are identified in the LEA application. The Oregon Department of Education will carefully assess the LEA's commitment to align ALL school resources with the SIG funds by determining the extent to which it demonstrates the ability and willingness to effectively integrate various activities funded at the federal and state level with SIG-funded activities. Funding sources that may be considered when assessing the LEA's commitment to align other resources to the SIG interventions include, but are not limited to: Title I, Part A, Title II, Part A; Title II, Part D; Title III, Part A; and state and local revenues.

Budgeting:

- The LEA completes a thorough examination of all resources provided to school to ensure systemic efforts in fully implementing the selected intervention model.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA has demonstrated adequate fiscal capacity to implement the selected intervention model.
- The LEA includes provisions for sustaining support for the school when funding ends under the program.

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

Leadership:

- The LEA will describe development or modification of policies that will support full implementation of the intervention model.

Human Capital (Personnel):

- The LEA will describe performance incentives for personnel

- The LEA will describe changes in policies and procedures (hiring, placing, evaluating, promoting, retaining and replacing) to ensure full implementation of the intervention model.
- The LEA will describe how it will work with local collective bargaining agreements and labor unions in order to fully implement the selected intervention model.
- The LEA will describe professional development processes and procedures that align with full implementation of the selected intervention model.

Student Support:

- The LEA will describe programs and services for English language learners
- The LEA will describe extended learning time, (extension of the school day and year, after-school programs, summer school,) for example:
 - Additional instructional time during the school day and during the summer
 - Parental involvement, communication, and options
 - Special education programs and procedures
 - Student support services (tutoring, counseling, placement, for example)

The SEA will convene a review committee comprised of ODE staff, district leaders (from districts not applying for the grant), and leaders from various educational agencies. The review committee will meet for two days to evaluate the grant applications and to assess the LEA's commitment to design and implement interventions consistent with the final requirements. Each application will be reviewed more than once by separate individuals. The review committee will use a rubric created by the SEA to evaluate the extent to which the SEA exceeds, meets, or fails to meet requirements.

Continued assessment of the LEA's commitment and sufficiency will take place by means of the Oregon Statewide System of Support (OSSS). Each district will be assigned a support coach and ODE team member. School coaches will be assigned to help meet and review goals. ODE team members will meet with the district and school teams, communicate, and monitor progress on an ongoing basis.

5. Sustain the reforms after the funding period ends.

Sustainability of practices beyond the funding period begins with careful planning of the initial implementation of the selected intervention model. LEAs will need to develop initial implementation plans for the selected model that demonstrate how School Improvement funds will be used. However, the plans LEAs submit will also need to demonstrate careful planning of how the reform efforts will continue after the SIG funds have ended. The SEA will not approve LEA applications that do not include this long-term sustainability plan. The long-term plan is described below:

The LEA will describe how it will sustain implementation of the intervention model when funding ends, that addresses and includes the following:

- Shared leadership between the school and the broader community in planning and implementation of the intervention model during and after the funding period;
- Plans for addressing staffing and funding changes including transitions in leadership;

- Long-term planning processes that will support implementation of reforms with progress monitoring levels of implementation and progress toward outcomes;
- A comprehensive system of formative and summative data collection that is in place to monitor progress and drive decision-making;
- The ability to continue offering additional instructional time and extended school year;
- Institutionalizing the measuring fidelity of implementation of research-based instructional practices;
- Protecting staff time for collaboration in order to sustain the initiatives;
- Professional development for new staff and leadership to continue implementation of the reforms;
- Job-embedded professional development to ensure high fidelity of implementation of reforms in the classroom.

The SEA will convene a review committee comprised of ODE staff, district leaders (from districts not eligible for the grant), and leaders from various educational agencies. The review committee will meet for three days to evaluate the grant applications and to assess the LEA's commitment to design and implement interventions consistent with the final requirements. Each application will be reviewed more than once by separate individuals. The review committee will use a rubric created by the SEA to evaluate the extent to which the SEA exceeds, meets, or fails to meet requirements. Continued assessment of the LEA's commitment and sufficiency will take place by means of the Oregon Statewide System of Support (OSSS). Each district will be assigned a support coach and ODE team member. School coaches will be assigned to help meet and review goals. ODE team members will meet with the district and school teams, communicate, and monitor progress on an ongoing basis.

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

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

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

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

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

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

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

The SEA will hold a Planning Workshop for all eligible LEAs during the month of February. At that time, the SEA will explain the purpose of the pre-implementation period and what they may or may not spend their grant money on during that time. LEAs will be directed to the Guidance Document for specifics on what is and is not permissible. Educational Specialists from ODE will be on hand at the workshop and, later, through email and telephone, to work individually with LEAs to design and budget for pre-implementation activities.

When SEA convenes the review committee (described in detail in Section B, Parts 1 and 2) on March 15-17, 2011, reviewers will assess the LEA's budget for activities carried out during the pre-implementation period in order to determine whether they correlate appropriately with activities planned for full implementation

Each application will be reviewed more than once by separate individuals. The review committee will use a rubric created by the SEA to evaluate the extent to which the LEA exceeds, meets, or fails to meet federal and state requirements.

Specific focus of SEA when examining the pre-implementation plan will include:

- Permissibility of plans
- Appropriateness of budget to accomplish plan
- Projected effectiveness of plan in bringing about desired results
- Alignment of pre-implementation plan with the rest of the school improvement plan
- Alignment of pre-implementation budget with the rest of the school improvement budget
- Impact of pre-implementation budget on grant money remaining for the 2011-12 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?

The LEA's proposed pre-implementation activities will be examined in a formal review process by a trained set of readers (including ODE team members, district personnel, Educational Service District personnel, and/or other appropriate ODE partners). The reviewers will use a rubric and the official Guidance document to assist in scoring the applications.

The permissibility of activities will vary depending on the needs of a particular SIG school in the following areas:

- Family and Community Engagement
- Rigorous Review of External Providers
- Staffing
- Instructional Programs
- Professional Development and Support
- Preparation for Accountability Measures

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:

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 expects that all districts with schools identified as Tier I and II have the capacity to meet the needs of ALL of those schools in implementing these reforms. Districts claiming a lack of capacity must make a strong argument of a lack of capacity. LEAs will be required to complete a School Capacity Check List (included in the LEA application) that addresses four general areas. They are:

- Human Capacity: referring to the knowledge, understanding, and commitment of individuals in the LEA.
- Organizational Capacity: referring to relationships among individuals both within the LEA and with individuals outside the LEA to support intervention implementation (i.e., collaboration, networking, partnerships, and culture).
- Structural Capacity: referring to the functional elements of the system such as LEA policies, procedures, and practices to support implementation.
- Material Capacity: referring to fiscal and material resources available to support implementation in the LEA.

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

LEAs will need to establish a lack of CAPACITY, based upon findings from completion of the Capacity Check List and other data. The Oregon Department of Education will place a high priority of serving each of its Tier I schools. LEA's claims of lack of capacity to serve these

schools will receive additional attention from the Oregon Department of Education. ODE will evaluate whether an LEA lacks capacity to implement a school intervention model using the LEA's responses on the School Capacity Check List to further investigate claims of lack of capacity. In addition, ODE will assess lack of capacity in implementation of an intervention model with regard to the following issues:

- A commitment to support the selected intervention model by the teachers' union, the School Board, staff and parents.
- Ability of the LEA to recruit staff with credentials and capability to implement the selected intervention models successfully.

If an LEA is found to have more capacity than it claimed, the ODE's subsequent steps might involve any or all of the following actions:

- ODE team discussion and evaluation of the lack of capacity.
- Discussion with upper ODE management.
- A meeting with the LEA to address questions and concerns as well as to invite clarification of the LEAs statements on the application.
- Based on results from the previous steps, the ODE team may determine that the LEA does not have capacity and is excused from applying.

OR

That LEA capacity is present. At that point, ODE would require the LEA to apply for the SIG. Title I School Improvement Funds would be withheld until the LEA is in compliance.

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:

LEA applications will be due April 4, 2011.

LEAs will receive notification no later than June 1, 2011.

Grant funds will be disbursed immediately on approval.

For more information, refer to Appendix C.

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

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

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

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

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

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

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

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

2. 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 if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The Oregon Department of Education (ODE) will have in place the Oregon Statewide System of Support that includes a Network and a school review to support the work of School Improvement Grant districts and schools.

As part of the LEA application process, schools are to list and describe the goals they have for implementation in the selected intervention model. Over the year, the school is required to collect formative data regarding their implementation and the progress made over the year toward achievement of their goals.

In May of 2012, ODE will visit each funded school to conduct a Compliance Review to see where goals were met and where further work needs to be done. Achievement and other data demonstrating progress toward stated school achievement goals in mathematics and reading/language arts will be considered for this first Compliance Review; however primary emphasis for this first year will be placed upon school efforts toward total goal accomplishment for the selected intervention model. The “quality” of their steps will be measured this first year; the second year ODE will require more specific mathematics and reading/language arts achievement goals for students at each funded school so that measurable performance becomes the focus as the school moves into the second and third years of funding. Funding in each succeeding year is dependent upon movement toward accomplishment of stated implementation goals for the selected intervention. Specifically,

- The SEA will review student performance on statewide assessments to evaluate progress.
- The SEA will require an annual report that describes progress toward meeting improvement goals, measured on common local assessments using measures closely-related to established goals, and administered at least three times during the academic year toward meeting growth targets in the school’s improvement plan.
- The SEA will meet annually with the LEA to evaluate progress toward improvement goals

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 if one or more Tier III schools in the LEA are not meeting those goals.

The SEA will review progress toward the goals established by the LEAs for Tier III schools. Schools that meet goals would be provided continuing funding. Schools that make progress, but do not meet the proposed goals would be required to present evidence as to why the school did not meet the anticipated goals. Each case would be individually weighed to make a determination of whether or not continued funding would be appropriate. Schools that either remain status quo or decline in progress will not receive continued funds.

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.

- The SEA will conduct an annual on-site review of the implementation of the school

Intervention Model

- The District Support Coach (DSC) from the Oregon Statewide System of Support (OSSS) will provide quarterly reports and briefings to the SEA on implementation and student achievement progress at the LEA;
- Annual School Progress Reports will include a detailed description of progress toward implementation of the planned activities related to the reform/Intervention effort.

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.

Applying LEA's will be funded in the following manner:

- Rank order of Tier I and Tier II schools (based first on achievement and secondly on graduation rate).
- Rank order of rubric scores on applications (minimum score must be at least 38).
- Quality of application (based on commitment to change and to fully implement selected model using best practices that are supported by research and are sustainable).
- Reasonability of amount requested (based on number of students in each school).

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

Tier III schools are ranked by achievement and persistence of low-achievement, and will be funded in order from lowest achieving to highest achieving until funds are committed, with priority given to Tier III schools that will implement one of the Intervention Models.

7. If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The State does not have the capacity to take over any schools.

8. If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.²

This is not applicable.

² 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.

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:

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

ODE staff has developed the LEA application template, and will be applying the adopted review rubric to evaluate the LEA plans, implementation strategies, and associated budgets. Additionally, we will (see TIMELINE, Appendix C):

- Provide regional SIG application workshops
- Conduct evaluation of applications
- Create associated forms and other digital tools
- Review plans and administer sub-grants
- Host technical assistance meetings with districts

To delineate, ODE will be doing the following:

- Provide overall coordination of the Oregon Statewide System of Support (OSSS) for low achieving schools, feeder schools and schools/districts in improvement
- Oversee reporting processes, including but not limited to reporting to policymaking groups and the public sector.
- Create and implement an LEA and School Improvement Network for low achieving schools, feeder schools and schools/districts in improvement. This will include:
 - Coaches for funded schools,
 - Professional development for funded schools, and
 - Ongoing evaluation of progress being made toward school improvement goals.
- Provide mentoring opportunities for administrators in participating schools and districts. This will include a strong evaluation component as school leaders work with their improvement and action plans.
- Provide state and regionally based content expert support for participating schools and districts. Through the OSSS program specialists in reading/language arts, STEM, English Language Learners, Special Education, and mathematics will be provided to identified funded schools. The overall impact and success of this work will be evaluated as part of the ongoing assistance through OSSS.
- Create and implement a school review protocol for implementation in participating schools and districts. This review protocol will be closely matched to the rubric used to guide LEAs and Focus Schools in the writing of their LEA application to ODE, and also to the annual evaluation and review, upon which each year of LEA funding is hinged.

- Enhance and expand LEA and Focus School capacity for family and community involvement through a coordinated, systemic process – building on the existing “Family Involvement Matters” curriculum.
- Build on existing extended learning programs; expand opportunities for low achieving schools, feeder schools, and LEAs/schools in improvement.
- Create and conduct an external evaluation of the Oregon Statewide System of Support (OSSS).

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 Northwest Regional Comprehensive Center (NWRCC), Oregon Education Association (OEA), Oregon Association of Education Service Districts (OAESD), and others.

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 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]** .

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

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

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

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

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

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

PART II: LEA REQUIREMENTS

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

Example:

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

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

The LEA must assure that it will—

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

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

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

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

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

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

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

Maximizing the Impact of Regular FY 2010 SIG Allocations

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

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

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

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

Continuation of \$2 Million Annual Per School Cap

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

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

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

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

LEA Budgets

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

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

SEA Allocations to LEAs

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

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

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

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

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

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

APPENDIX B

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

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

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

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

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

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

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

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

School Improvement Grant Application

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



2011-14

Local Education Agency (LEA)

Section I: Grant Information	page 3
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Section III: School Application Template	page 34

School Improvement Grant Application

Primary Application for LEA Due In-house to ODE no later than April 4, 2011

Submission Information and Technical Assistance

Submitting Completed Applications

All Applications are **due In-House By 5:00 PM, March 10, 2011**. Applications must be submitted to Julie Totman in both hard copy (with original signatures) **and** electronically through Secure File Transfer to:

- **Hard Copy mailed to:**

Julie Totman
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

- **Secure File Transfer** (located on the ODE District Webpage) at:
<https://district.ode.state.or.us/apps/xfers/>

FAX and E-mail forms will not be accepted!

For Technical Assistance, please contact any member of the Oregon Department of Education School Improvement Team

Jesse Parsons, School Improvement Specialist, 503-947-5602

E-mail: jesse.parsons@state.or.us

Denny Nkemontoh, School Improvement Specialist, 503-947-5880

E-mail: denny.nkemontoh@state.or.us

Mike Hillman, School Improvement Specialist, 503-947-5809

E-mail: mike.hillman@state.or.us

Section I: Grant Information

Background

This School Improvement Grant Packet contains the information LEA/district and school staff need to apply for School Improvement Grant (SIG) funds from the Oregon Department of Education (ODE), including the Local Education Agency Grant Application Template (Section II), and the School Application Template (Section III). Please follow all of the directions and requirements to insure a complete application. LEAs will not be able to receive the School Year 2011-12 Improvement Grant Funds until the LEA/school application has been reviewed and accepted by ODE. See the TIMELINE on page 6 for important benchmark dates and requirements.

Staff will need to consider school assessments, past School Improvement Plans, personnel and community surveys, and achievement progress as they make a selection of the intervention model to implement starting in the beginning of the 2011-12 school year.

Planning and People

Bring together a School Improvement Grant Leadership Team (SIG-LT—See Section III, School Application) of district/school personnel who are closest to the workings of the identified school. That group of representatives will be responsible for developing, writing, and monitoring the school intervention. This leadership team will also be responsible for the ongoing work of updating the Intervention Plan, and ensuring that the intervention efforts are sustained over time, beyond the period of fund availability.

Intervention Models

Section 1003(g) of the Elementary and Secondary Education Act provides for the U.S. Secretary of Education to allocate funds to SEAs for the purpose of school improvement. Within the regulations and guidelines established by the Secretary, each SEA administers grants to LEAs to “enable the lowest-achieving schools” to meet accountability requirements. Program guidelines require SEAs to fund LEAs with identified “persistently lowest-achieving schools” to support rapid improvement through four intervention models:

- Turnaround model, which includes, among other actions, replacing the principal, unless this person has been principal two years or less and the LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model; and rehiring no more than 50 percent of the school’s staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with a State’s academic standards.
- Restart model, in which an LEA converts the school or closes and reopens it under the management of a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.
- School closure, in which an LEA closes the school and enrolls the students who attended the school in other, higher-achieving schools in the LEA.
- Transformation model, in which the LEA replaces the principal; unless this person has been principal two years or less and the LEA taking advantage of this flexibility should be able to

demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model; implements a rigorous staff evaluation and development system; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

Grant Process and Structure

As the responsible State Education Agency (SEA), the Oregon Department of Education will provide LEAs with sub grants, and the LEA will be responsible and accountable for school and student improvement with the intervention selected.

In awarding School Improvement Grants, an SEA (the Oregon Department of Education) must give priority to LEA's (Local Education Agencies i.e., districts and schools) that demonstrate in their application to the SEA, (1) the greatest need for the funds and (2) the strongest commitment to ensure that the funds are used to provide adequate resources to enable the lowest-achieving schools to raise substantially the achievement of their students.

As staff select from among these interventions and write the School Improvement Plan for the coming year, there are two areas that need particular attention:

- What NEED does the school have for SIG funds to implement the intervention model chosen (turnaround, restart, school closure, or transformation), and
- What CAPACITY does the LEA, working with the school, have as an educational community, to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school identified in the application in order to implement, fully and effectively, the required activities of the school intervention model selected?

Steps to be taken:

1. Based upon an analysis of progress measurements (test scores, graduation rate, personnel and community surveys, etc.) select the intervention appropriate to the school's needs.
2. Develop a VISION for implementation over the three years of the grant.
3. Write an Improvement Plan for the first (2011-12) of the three years, and include that as part of this application. Note: Implementation of the selected interventions is to begin at the beginning of the 2011-2012 school year.

Be complete and thorough, and provide research-based justifications for the indicated actions in support of the intervention model selected. Write measurable and observable goals and objectives, and include any personnel actions needed to implement the plan. Make certain all parts of the intervention plan are reflected in the Year 1 Budget.

Goals and intervention plans for Years 2 and 3 (2012-13 and 2013-14) will be developed as the Year 1 intervention is implemented, so goals for those years will be tentative. Budget projections for Years 2 and 3 must be included in the application, though will of necessity be briefer than the budget for Year 1.

Technical Assistance over the Grant Period

As part of the mutual ASSURANCES, ODE provides technical assistance and opportunities for professional development and mentoring through the Oregon Statewide System of Support (OSSS). Staff from LEAs and schools affected by the intervention will learn more about OSSS at the Planning Workshop in February.

NOTE: For LEAs with more than ONE funded school, a separate application and signed Cover Sheet must be completed, including all components of the template, for EACH school.

TIMELINE: 2010-12 School Improvement Grant Process

December 2010	LEAs with Tier I, II and III schools notified
January 23, 2011	Letter of Acknowledgement and Intent due to ODE
January 2011	LEA planning begins
February 16, 2011	SIG Planning Workshop (attendance required for SIG Leadership Team from each school)
April 4, 2011	LEA applications due to ODE
April 13-15, 2011	ODE review of LEA applications
June 2011	Notification of LEA grant awards and release of 2011-2012 funds
June – September 2011	LEA hires staff as needed
August 2011	OSSS program assistance begins
August 2011	Implementation Begins
September 2011	SIG accountability report due
December 2011	SIG accountability report due
March 2012	SIG accountability report due
April or May 2012	Annual SIG progress report due and Year 2 revised budget narrative due
May or June 2012	ODE review of SIG progress reports and Year 2 budgets
June 2012	SIG accountability report due
July 2012	Release of 2012-2013 SIG funds to LEA (pending acceptance of SIG reports and budgets and contingent upon availability of federal funds)

Section II: Local Education Agency Application Template

District Information

#	Template Component	DONE <input type="checkbox"/>
1	LEA Cover Sheet	
2	LEA Grant Abstract	
3	LEA/School Information	
4	LEA Explanation of Lack of Capacity (if applicable)	
5	LEA Budget Summary	
6	Assurances from LEA	

1. LEA Application Cover Sheet for School Improvement Grants

NOTE: This cover sheet is **required** as part of your overall application. Additional coversheets are needed for each school application. Make sure that this cover sheet is the first page of your application.

District Name:	Mailing Address:
LEA Superintendent Name:	School Board Chair Name:
Position and Office:	Position and Office:
Mailing Address:	Mailing Address:
Telephone:	Telephone:
Fax:	Fax:
Email address:	Email address:
LEA Superintendent (Printed Name):	Telephone:
Signature of LEA Superintendent:	Date:
School Board Chair (Printed Name):	Telephone:
Signature of School Board Chair:	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to this School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

2. LEA Grant Abstract

Describe the district’s overall VISION for improvement over the three-year period of the grant. Address the LEA’s vision for improvement for each school as the school implements the selected intervention. Describe district level activities and modifications in support of school implementation.

3. LEA/School Information

Provide the information below for each Tier I, II and III school, the LEA chooses to serve. The LEA must identify the intervention model and/or services to be implemented for each Tier I, II and/or III school for which it is seeking funding. Tier I and II schools must choose one of the four models. Tier III schools may make other plans or choose a model. Oregon has requested and has been granted a waiver to allow its Title I participating schools that will fully implement a Turnaround or Restart model beginning in the 2011-2012 school year to “start over” on the school improvement timeline. If applicable, and if an LEA wishes to implement this waiver, please indicate so by writing “Yes” in the table below.

For each Tier I school for which the LEA has decided not to fund, the LEA must submit a completed School Capacity Check List (page 41) as well as complete the capacity question on the next page.

NOTE REGARDING AN LEA’S DECISION NOT TO SEEK FUNDING FOR A TIER I SCHOOL:
ODE will review the completed School Capacity Check List to determine if the LEA lacks sufficient capacity to serve the Tier I school.

SCHOOL NAME	NCES ID #	TIER I, II or III	INTERVENTION MODEL Turnaround, Restart, Transformation or Closure; or Other (for Tier III schools only – please describe)	RESTART AYP CLOCK? Yes or No (Turnaround and Restart Models only)

Information about each of the four models can be found at: <http://www2.ed.gov/programs/sif/faq.html>.

4. LEA Explanation of Lack of Capacity

For each Tier I school that will not be served under this grant (if any), explain why the District has decided NOT to apply for School Improvement Funds for this school. Be specific and give reasons, supported by data references, for your choice. Use the School Capacity Check List as a guide to addressing the LEA decision. If the LEA is applying for SI grants for all of its Tier I schools, this section does not apply.

5. LEA Budget Narrative

Model to be implemented (selecting and implementing a model is required for Tier I and II schools, but optional for Tier III schools):

- Turnaround Model (Complete **Section BN-1** below)
- Restart Model (Complete **Section BN-2** below)
- Closure Model (Complete **Section BN-3** below)
- Transformation Model (Complete **Section BN-4** below)

Pre-Implementation funding (check this box if there are pre-implementation activities in your plan):

- The LEA **will** submit a plan and budget for Pre-Implementation (Complete **Section BN-5** below)

Budget Narrative & Workbook Instructions:

The district is required to complete a budget narrative and budget workbook that details how funds will be used to implement school improvement activities. The budget narrative should describe up to the three-year period of the grant. The exception to this would be if a district chooses the **Closure Model**. Implementing this model requires only a **one-year** budget narrative and budget workbook. Otherwise the following steps should be completed:

- A budget narrative describing the three-year implementation
- The budget request for each school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. The maximum amount an LEA may be awarded and subsequently spend is \$2 million annually. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
- A detailed Pre-Implementation budget and Year 1 budget by object code and budget estimates for Years 2 and 3. NOTE: Each subsequent year, the district will be required to submit a detailed budget by object code for the following year. Excel templates are provided.

Budgeting priorities:

The district is required to budget first, for required activities for the selected intervention model. Permissible activities will be allowed if resources are available. The Oregon Department of Education will enter into budget negotiations with each district prior to approval of the final budget.

Disclaimer:

Continued funding for the district's grant is contingent on availability of federal funds for this program and compliance by the district and school in completion of the activities as required by this program.

BUDGET NARRATIVE

Section BN-1: Turnaround Model

Complete the following Section if the LEA has selected the **Turnaround Model**.

Describe how School Improvement Grant funds will be used to support each of the following components. If the required component is being funded from a source other than School Improvement Grant funds, please include that information in the Budget Narrative also.

Required Components that need to be addressed:

1. Replace the principal with an individual selected for their experience and expertise in implementing school improvement efforts and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - a. Screen all existing staff and rehire no more than 50 percent
 - b. Select new staff as needed;
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to:
 - a. requiring the school to report to a new turnaround office in the LEA or SEA,
 - b. hiring a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or
 - c. entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and implement strategies that provide increased learning time; and
9. Provide appropriate social-emotional and community-oriented services and supports for students.

Section BN-2: Restart Model

Complete the following Section if the LEA has selected the **Restart Model**.

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. If the **Restart Model** has

been selected, the LEA must provide a detailed budget narrative that describes the restart plan. The term of the grant for the **Restart Model** may be for a period of one to three years.

Section BN-3: Closure Model

Complete the following Section if the LEA has selected the **Closure Model**.

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. If the **Closure Model** has been selected, the LEA must provide a detailed budget narrative that describes the closure plan. The term of the grant for the **Closure Model** will be for a period of one year.

Section BN-4: Transformation Model

Complete the following Section if the LEA has selected the **Transformation Model**.

Describe how School Improvement Grant funds will be used to support each of the following components. If the required component is being funded from a source other than School Improvement Grant funds, please include that information in the Budget Narrative also.

Required Components that need to be addressed:

1. Replace the principal who led the school prior to commencement of the transformation model;
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - a. Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - b. Are designed and developed with teacher and principal involvement;
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
4. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and implement strategies that provide increased learning time;
9. Provide appropriate social-emotional and community-oriented services and supports for students;

10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; and
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Section BN-5: Pre-Implementation Budget (optional)

Under new School Improvement Guidance, LEAs may use some of the Year-One funds during the 2011-2012 school year for **pre-implementation** activities in order to better be prepared for full implementation during the first year.

Describe activities that will be completed prior to full implementation of the intervention model (if any).

Transformation Model School Budget Plan – Required Activities

(LEAs implementing other models should modify this plan to meet the requirements of the other models.)

1. Replace Principal (except those hired previously as part of turnaround or transformation effort)			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: New instructional leadership model implemented</i>		<i>Implement instructional leadership development program for members of the administrative team in order to develop...</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees Please provide object code below	(Please indicate Yes or No below, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities

2. Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Develop faculty capacity to use data</i>		<i>Develop expertise among faculty for continuous use of data to ensure that instructional practices produce evidence of improved student outcomes</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Prof., & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

3. Identify/reward effective personnel & remove ineffective personnel			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Recognize school-wide and departmental achievements in improved student learning</i></p>		<p><i>Recognize departmental and school-wide achievements with rewards and incentives (Examples: gift certificates, school celebrations....)</i></p>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

4. High-quality, job-embedded, instructionally aligned professional development			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Professional Learning Communities</i></p>		<p><i>Use student-learning data to inform instruction and teacher planning in a Professional Learning Communities structure.</i></p>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

5. Financial incentives, career opportunities and flexible work conditions			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Flexible work schedule</i>		<i>Implement extended hours of operation which will allow teachers to work days or evenings. This will allow our students to work jobs and attend school at...</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

6. Instructional reform			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Literacy Support</i>		<i>Provide literacy and writing-help resource similar to college labs staffed with a literacy teacher and an instructional literacy coach...</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

7. Student data reform			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Use multiple student level data to assess student learning improvements</i>		<i>Use multiple data sources to identify evidence of student growth (might include classroom assessments, classroom learning products)....</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

8. Increased learning time			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Saturday Academy</i>		<i>Implement a supplemental Saturday Academy focused on English Language Learners....</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

9. Ongoing family and community engagement			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Improve parent involvement</i>		<i>Conduct parent education series via parent enrichment nights on topics such as ‘how to create a learning culture at home....’</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

10. Operational flexibility (calendar, time, budget, staffing)			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Modify school day for students</i>		<i>Modify the school day schedule from current student start time of 7:40 a.m. to new start time of 8:15 a.m., to improve overall attendance for students....</i>	
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities

11. Ongoing intensive technical assistance from LEA, SEA or external partner			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p>1. Participation in the State System of Support School Coach and District Coach (REQUIRED expenditure each year)</p>		<p>ODE will hold \$50,000 per year from your grant to pay for the school and district coaches. This does not need to be included in your proposed budget.</p>	
<p>2.</p>			
Number	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
	<p>111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees</p>	<p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)</p> <p>Federal funds are supplemental and should not supplant general fund activities</p>

Total Amount Requested for Required Activities	\$
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Transformation Model School Budget Plan – Permissible Activities

1. New school model (e.g. themed, dual language)			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities

2. Additional compensation to attract and retain staff			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities

3. System to measure impact of professional development			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities

4. Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities

5. Periodic reviews of curriculum			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.)
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
4xx Instructional Supplies and Materials	Federal funds are supplemental and should not supplant general fund activities		
640 Dues and Fees			

6. Response to Intervention model			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.)
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
4xx Instructional Supplies and Materials	Federal funds are supplemental and should not supplant general fund activities		
640 Dues and Fees			

7. Additional supports to address students with disabilities and English language learners			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
4xx Instructional Supplies and Materials			
640 Dues and Fees			

8. Using and integrating educational technology			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
4xx Instructional Supplies and Materials			
640 Dues and Fees			

9. Increasing opportunities for advanced coursework, AP, IB, STEM, early college, dual enrollment, thematic learning academies			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities

10. Summer transition or freshman academies (middle to high school)			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities

11. Graduation rate improvement reforms			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
<p>Please indicate number of personnel below</p>	111 Licensed Salaries	<p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.)</p> <p>Federal funds are supplemental and should not supplant general fund activities</p>
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
4xx Instructional Supplies and Materials			
640 Dues and Fees			

12. Early warning systems for at-risk youth			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
<p>Please indicate number of personnel below</p>	111 Licensed Salaries	<p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.)</p> <p>Federal funds are supplemental and should not supplant general fund activities</p>
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
4xx Instructional Supplies and Materials			
640 Dues and Fees			

13. Partner with organizations, clinics, agencies, etc to meet students' social, emotional, health needs			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
1.			
2.			
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is reasonably necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
4xx Instructional Supplies and Materials			
640 Dues and Fees			

Total Amount Requested for Permissible Activities	\$
Grand Total of Requested Amount for Both Required and Permissible Activities	\$

LEA Three Year Budget

This is a blank spreadsheet of what your three year projected budget will look like. Remember it cannot exceed the maximum grant amount of \$2 million per year for each of the three years or \$6 million total. Please use the attached Excel spreadsheet to complete this budgetary item.

LEA THREE-YEAR BUDGET

	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation Budget (if applicable)	Year 1 Full Implementation Budget			
School Name					
School Name					
School Name					
School Name					
LEA-level Activities					
Subtotal Activities					
District Indirect %					
Indirect Amount					
Total Budget					

School Budget Year 1 – Required Activities

This is a blank spreadsheet of what your three year projected budget will look like. Please use the attached Excel spreadsheet to complete this budgetary item.

School Budget Plan YEAR ONE											
Required Activities											
		111 Licensed Salaries	112 Classified Salaries	12x Substitute Salaries	130 Additional Salaries	2xx Benefits	310 Instructional, Professional, and Technical Services	350 Communication	4xx Instructional Supplies and Materials	640 Dues and Fees	Totals by Activity
1. Replace principal											
2. Teacher evaluation											
3. Reward personnel											
4. Prof. development											
5. Incentives											
6. Instructional reform											
7. Student data reform											
8. Increased time											
9. Family engagement											
10. Flexibility											
11. Tech assistance											
Totals by object											

School Budget Year 1 – Permissible Activities

This is a blank spreadsheet of what your three year projected budget will look like. Please use the attached Excel spreadsheet to complete this budgetary item.

School Budget Plan: YEAR ONE											
Permissible Activities											
		111 License d Salaries	112 Classified Salaries	12x Substitute Salaries	130 Additional Salaries	2xx Benefits	310 Instructional, Professional, and Technical Services	350 Communication	4xx Instructional Supplies and Materials	640 Dues and Fees	Totals by Activity
Permissible Activity 1:											
Permissible Activity 2:											
Permissible Activity 3:											
Permissible Activity 4:											
Permissible Activity 5:											
Etc.											
Totals by Object:											

*An LEA may use SIG funds to pay for district-level activities to support implementation of one of the four school intervention models in each Tier I and Tier II school it commits to serve and to support any other school improvement strategies in the Tier III schools it commits to serve. For example, an LEA might hire a district-level turnaround specialist to establish an “early warning system” designed to identify students in Tier I or Tier II schools who may be at risk of failing to achieve high standards or graduate, or to support implementation of a turnaround model. However, an LEA may not use SIG funds to support district-level activities for schools that are not receiving SIG funds.

6. Assurances from LEA

General Assurances to the Oregon Department of Education

Required for ALL LEA's applying for funding under the

School Improvement Grant Program

Due Signed upon making application

Read and initial each statement below regarding district/LEA responsibilities for assisting schools identified for School Intervention funds that have been identified as Tier I, II, or III schools.

- _____ 1. The LEA will provide ongoing technical assistance to schools as they apply and for the duration of the funding as they develop or revise their School Improvement Plan.
- _____ 2. The LEA will coordinate the technical assistance provided to school(s) under the provisions of this School Improvement Grant program. Assistance to schools may be provided by district staff, Oregon Statewide System of Support, external consultants such as ODE, ESD or university staff, or by private consultants or organizations with experience and expertise in helping schools improve academic achievement. Indicate name/position of individual who will coordinate this assistance:

Name _____ Position _____

- _____ 3. The LEA will help the school analyze results from the state assessment system and other relevant examples of student work to set measurable goals. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school intervention plan.
- _____ 4. The LEA will ensure that the school intervention plan includes provisions for teacher mentoring as a part of its professional development plan. Mentor programs pair novice teachers with more experienced teachers to provide practical support and guidance.
- _____ 5. The LEA will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instructional or other issues, such as attendance or graduation rate, that caused the school to be identified for school intervention.
- _____ 6. The LEA will help the school analyze and revise its school budget to fund activities most likely to increase student achievement and remove it from school improvement status.
- _____ 7. The LEA will ensure that at least 10% of the school's grant allocation will be expended for high quality professional development for the school's teachers, principal, and as appropriate, other instructional staff.
- _____ 8. The Oregon Department of Education may, as it deems necessary, supervise, evaluate and provide guidance and direction to the local school system and local school in the conduct of the activities performed under this plan.
- _____ 9. The school(s) and LEA shall adhere to Oregon Department of Education reporting and evaluation requirements. This includes project reports that address the progress toward meeting the established, measurable goals, and any other reports requested by ODE to measure intervention effectiveness.

- _____ 10. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II funded school that the LEA commits to serve consistent with the final requirements;
- _____ 11. The LEA will 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 order to monitor each Tier I and Tier II school that it serves with school intervention funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- _____ 12. If the LEA will implement a restart model in a Tier I or Tier II school, it will 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 requirements; and
- _____ 13. The LEA will report to the SEA the required school-level data.

Superintendent

Name: _____ Signature: _____ Date: _____

SIG Leadership Team Coordinator

Name: _____ Signature: _____ Date _____

Section III: School Application Template

School Application Check List

The LEA must complete a separate Section III template for **each** school for which it is applying for the grant.

#	Template Component	Completed
1	School Cover Sheet	
2	School Grant Abstract	
3	Planning Personnel Listed—SIG-LT	
4	School Need Check List & Need Narrative Answer	
5	School Capacity Check List & Capacity Narrative Answer	
6	LEA & School Support to Fully Implement the Intervention Model	
7	School Improvement Goals	
8	Results Measurement Narrative	
9	School Annual Timeline of Intervention Activities	
10	Budget Information/Justification	

NOTE: Also included for reference are the **Scoring Guide/Rubric for School Improvement Grant Applications**, and a list of **Additional Resources**.

1. School Application Cover Sheet for School Improvement Grant

NOTE: A separate application and signed Cover Sheet must be completed, including all components of the template, for EACH school.

Name of SCHOOL for which funds are sought:	Tier Status <input type="checkbox"/> Tier I <input type="checkbox"/> Tier II <input type="checkbox"/> Tier III	Mailing Address:
Name of District Superintendent Telephone:	Name of School Principal Telephone: Email address:	
District Superintendent (Printed Name):	Telephone:	
Signature of District Superintendent:	Date:	
School Principal (Printed Name):	Telephone:	
Signature of School Principal:	Date:	
The school, under authorization from the district, agrees to comply with all requirements applicable to this School Improvement Grant program, including the requirements and the conditions that apply to the selected intervention model.		

2. School Grant Abstract

Describe the school's overall VISION for improvement over the three-year period of the grant.
Address the school's vision for improvement as the school implements the selected intervention.

3. Personnel Involved in the Development and Implementation Process

List the key personnel who will be working to develop the plan for the School Intervention and how each will be involved. Suggested categories include: parents and other community members, licensed staff, classified/support staff, administrators, LEA staff, Title I staff, etc.

Work toward **collaboration** as the plan, actions and associated budgets are developed.

School Improvement Grant Leadership Team (SIG—LT):			
#	Name	Role	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Stakeholders

List any additional stakeholders that were consulted and worked with in the development of this School Application. In paragraph form, describe your consultation with stakeholders regarding the LEA application and implementation of school improvement models.

4.1 School Need Check List

This set of questions pertains to the school’s NEED for School Improvement Grant Funds to implement the intervention selected. To help you formulate your answers to question 4.1, please consider and mark the following.

Foundation for Change:

1) Assessment and Data Collection

Not at all Small extent Moderate extent Great extent

- a) The district/school has identified the sources of data/assessments that will be used to establish a need for implementation funds for the intervention selected.
- b) The district has helped the identified school pinpoint the reasons for the persistently low-achieving status.
- c) The district shows clear support for the changes required at the identified school for the selected intervention.

2) Leadership and Decision-making

Not at all Small extent Moderate extent Great extent

- a) Plans are under way for modifying district structures and/or practices in the first year of implementation of the selected intervention.
- b) District and school leaders have involved a diversity of other educators and people from the community when implementation plans for the selected intervention are discussed and adopted.

3) Curriculum and Instruction

	<i>Not at all</i>	<i>Small extent</i>	<i>Moderate extent</i>	<i>Great extent</i>
a) The district will help the identified school identify existing curriculum and instruction that will be modified to meet intervention goals.				
b) Scientifically based research strategies that strengthen the core academic program are being used as a basis for planned intervention efforts.				
c) The district will help the school identify instructional practices that are not effective, with the intent of changing to match the requirements of the selected intervention.				
d) The district is helping the school develop plans for administrator and teacher professional development to match the implementation actions of the selected intervention.				
e) The district is helping the school develop plans to target the needs of low achieving students.				
f) There is a general feeling among LEA/district and school planners that the new goals will contribute to the likelihood that the identified school will improve with the selected intervention.				
g) If extended time and/or a change of school day or year are part of the implementation plan for the selected intervention, there are plans for how that will happen.				

4) Human Capital (Personnel)

	<i>Not at all</i>	<i>Small extent</i>	<i>Moderate extent</i>	<i>Great extent</i>
a) District and school staff has taken into consideration the need for parental involvement for implementation of the intervention selected?				
b) District and school staff has identified the sources and types of outside technical assistance that will be needed to implement the selected intervention?				
c) Is there an understanding at the LEA/district level that there may be staffing changes to support implementation of the selected intervention?				
d) Will the district be able to provide curriculum and instructional resources for implementation of the intervention selected?				
e) Is the selected intervention implementation supported in the district budget?				

5) Student Support

Not at all Small extent Moderate extent Great extent

a) District and school staff have identified all changes that will affect students when the selected intervention is implemented.				
b) District and school staff have paved the way with students and their parents for the implementation of the selected intervention actions.				

6) Budgeting

Not at all Small extent Moderate extent Great extent

a) District and school fiscal planning has occurred (e.g., reallocation of funding, concentration of funds to particular intervention expenditures, etc.) to support the implementation of the intervention selected?				
b) District and school staff have identified HOW these fiscal changes will have an impact on student achievement with the selected intervention?				

4.2. Evidence of Need

Using the data analyzed, including the previous needs inventory, explain why the school has a need for School Improvement Funds to implement the intervention selected. Incorporate multiple sources of data into the analysis of need of the school identified in the LEA’s application. Establish a clear relationship between the specific needs of the school identified in the LEA’s application and the selected intervention. Include the needs of both the LEA and the school in relation to the intervention model.

5.1 School Capacity Check List

Please rate the extent to which the following capacity elements are observable in your school.

The next questions pertain to the school’s capacity to support implementation of the intervention selected. For the purposes of this application, CAPACITY is defined as “the ability of the organization to fulfill the functions needed to implement and sustain the intervention successfully.”

1) HUMAN CAPACITY: Refers to the knowledge, understanding, and commitment of individuals in the LEA/district.

Not at all Small extent Moderate extent Great extent

- a) Is district staff knowledgeable about the requirements for implementing the intervention selected?
- b) Is the Tier I school staff receptive to the selected intervention?
- c) Is the Tier II school staff receptive to the selected intervention?
- d) Do local school board members understand the requirement of the selected intervention?
- e) Is there a written Vision for the district’s intervention implementation?
- f) Is district leadership committed to complete and full implementation of the intervention selected?

	Not at all	Small extent	Moderate extent	Great extent
a) Is district staff knowledgeable about the requirements for implementing the intervention selected?				
b) Is the Tier I school staff receptive to the selected intervention?				
c) Is the Tier II school staff receptive to the selected intervention?				
d) Do local school board members understand the requirement of the selected intervention?				
e) Is there a written Vision for the district’s intervention implementation?				
f) Is district leadership committed to complete and full implementation of the intervention selected?				

2) ORGANIZATIONAL CAPACITY: Refers to relationships among individuals both within the LEA/district and with individuals outside the district to support intervention implementation (i.e., collaboration, networking, partnerships, and culture).

Not at all Small extent Moderate extent Great extent

- a) Will teachers receive professional development to build their capacity for implementation of the selected intervention?
- b) Do teachers have the opportunity to network with others to learn about and share intervention practices?
- c) Has the district partnered with external organizations for support with implementation of the selected intervention?
- d) Has the district created a shared understanding of the selected intervention implementation across the district?

	Not at all	Small extent	Moderate extent	Great extent
a) Will teachers receive professional development to build their capacity for implementation of the selected intervention?				
b) Do teachers have the opportunity to network with others to learn about and share intervention practices?				
c) Has the district partnered with external organizations for support with implementation of the selected intervention?				
d) Has the district created a shared understanding of the selected intervention implementation across the district?				

3) STRUCTURAL CAPACITY: Refers to the functional elements of the system such as LEA/district policies, procedures, and practices to support implementation.

Not at all Small extent Moderate extent Great extent

- a) Has the district adopted local policies or requirements for selected intervention implementation?
- b) Are the selected intervention implementation actions coordinated with other district standards-based school improvement efforts?
- c) Will the district have the capacity to monitor intervention implementation practices in schools?
- d) Is there recognition of student involvement in the actions called for with the selected intervention?

4) MATERIAL CAPACITY: Refers to the fiscal and material resources available to support implementation in the district.

Not at all Small extent Moderate extent Great extent

- a) Are resources allocated to provide time for teachers to work together on the implementation of the intervention selected?
- b) Is current district staffing sufficient to support implementation of the selected intervention?
- c) Is there an understanding at the LEA/district level that there may be staffing changes to support implementation of the selected intervention?
- d) Will the district be able to provide curriculum and instructional resources for implementation of the intervention selected?
- e) Is the selected intervention implementation supported in the district budget?

5.2. Evidence of Capacity

Describe the school’s capacity to carry out the selected intervention model. Indicate the process you will use to determine that the school has the capacity to fully and effectively implement the required activities of the intervention model selected. Use the data from your School Capacity Checklist in your response.

6.1 LEA and School Support to Fully Implement the Intervention Model

Describe actions the LEA/school has taken, or will take, to:

- **Ensure full implementation of the selected intervention.**

Consider the following in your response:

Leadership and Decision Making:

- The school has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them an opportunity to provide input.
- The school has successfully completed a continuous improvement planning process that will guide the design of interventions.
- The school has implemented a comprehensive needs assessment that will inform the *design and implementation of intervention strategies*.

Curriculum and Instruction:

- The school provides direction to the school in the description, scope, focus, articulation and alignment of curriculum, instruction and assessments with state standards.

Human Capital (Personnel):

- The school has staff in place with the expertise and experience to research and design the selected intervention as intended while still meeting local needs.

Student Support:

- The school will engage parents in supporting students in increased student achievement
- The school will describe how it will address the needs of specific student populations including, but not limited to students of poverty, English Language Learners and students with disabilities.

Budgeting:

- The school has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The school has demonstrated adequate fiscal capacity to implement the selected intervention models.

6.2 Selecting External Providers (if any)

Describe actions the LEA/school has taken, or will take, to:

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

Consider the following in the response:

Reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:

- Analyzing the school's operational needs.
- Researching and prioritizing the external providers available to serve the school.
 - Consider and analyze the external provider market.
 - Contact other schools currently or formerly engaged with the external provider regarding their experience.
- Engaging parents and community members to assist in the selection process.
- Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the school.

Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I, II, and III schools to be served by external providers. These criteria may include, but are not limited to:

- A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
- Alignment between external provider services and existing school services.
- Willingness to be held accountable to high performance standards.
- Capacity to serve the identified school and its selected intervention model.

6.3 Align other resources with interventions

Describe actions the LEA/school has taken, or will take, to:

- **Align other resources with the selected intervention.**

Consider the following in the response:

An LEA can build capacity for a school to implement one of the intervention models through the alignment of resources with school improvement activities. In general, funding sources for LEAs come from two sources; the state general fund and federal funds. It is critical that areas for alignment of resources are identified in the LEA application. The Oregon Department of Education will carefully assess the LEA's commitment to align ALL school resources with the SIG funds by determining the extent to which it demonstrates the ability and willingness to effectively integrate various activities funded at the federal and state level with SIG-funded activities. Funding sources that may be considered when assessing the LEA's commitment to align other resources to the SIG interventions include, but are not limited to: Title I, Part A, Title II, Part A; Title II, Part D; Title III, Part A; and state and local revenues.

Budgeting:

- The LEA completes a thorough examination of all resources provided to school to ensure systemic efforts in fully implementing the selected intervention model.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA has demonstrated adequate fiscal capacity to implement the selected intervention model.
- The LEA includes provisions for sustaining support for the school when funding ends under the program.

6.4 Modify practices or policies to enable implementation and interventions

Describe actions the LEA/school has taken, or will take, to:

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

Consider the following in the response:

Leadership:

- How will the LEA/school develop or modify policies that will support full implementation of the intervention model?

Human Capital (Personnel)

- How will the LEA/school utilize performance incentives for personnel?
- How will the LEA/school make changes in policies and procedures (hiring, placing, evaluating, promoting, retaining and replacing) to ensure full implementation of the intervention model?
- How will the LEA/school work with local collective bargaining agreements and labor unions in order to fully implement the selected intervention model?
- How will the LEA/school adopt and utilize professional development processes and procedures that align with full implementation of the selected intervention model?

Student Support

- How will the LEA/school develop programs and services for English language learners?
- How will the LEA/school institute extended learning time (supplemental educational services, after-school programs, summer school,) for example:
 - Additional instructional time during the school day and during the summer
 - Parental involvement, communication, and options
 - Special education programs and procedures
 - Student support services (tutoring, counseling, placement, for example?)

6.5 Sustain the reforms after the funding period ends

Describe actions the LEA/school has taken, or will take, to:

- **Sustain the reforms after the funding period ends.**

Consider the following in the response:

Sustainability of practices beyond the funding period begins with careful planning of the initial implementation of the selected intervention model. LEAs/schools will need to develop initial implementation plans for the selected model that demonstrate how School Improvement funds will be used. However, the plan LEAs/schools submit will also need to demonstrate careful planning of how the reform efforts will continue after the SIG funds have ended. The SEA will not approve LEA and/or school applications that do not include this long-term sustainability plan. The long-term plan is described below:

The LEA/school must describe how it will sustain implementation of the intervention model when funding ends, that addresses and includes the following:

- Shared leadership between the school and the broader community in planning and implementation of the intervention model during and after the funding period;
- Plans for addressing staffing and funding changes including transitions in leadership;
- Long-term planning processes that will support implementation of reforms with progress monitoring levels of implementation and progress toward outcomes;
- A comprehensive system of formative and summative data collection that is in place to monitor progress and drive decision-making;
- The ability to continue offering additional instructional time and extended school year;
- Institutionalizing the measuring fidelity of implementation of research-based instructional practices;
- Protecting staff time for collaboration and professional development in order to sustain the initiatives;
- Professional development for new staff and leadership to continue implementation of the reforms;
- Job-embedded professional development to ensure high fidelity of implementation of reforms in the classroom.

9. Annual Timeline of Intervention Activities for: (INSERT SCHOOL NAME AND TIER STATUS HERE)

Year 1 (2011-12) TIMELINE: Please show a YEAR 1 timeline for the intervention model selected for the school that directly relates to the proposed actions. Please use additional rows as needed.

#	Month/Year	Event	Description of Activity	Approximate Cost	Funding Source
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Years 2 and 3 TIMELINE: Please delineate a timeline for YEARS 2 and 3 for the intervention model selected for the school that directly relate to the proposed actions. Please use additional rows as needed.

YEAR 2 (2012-13)

#	Month/Year	Event	Description of Activity	Approximate Cost	Funding Source
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

YEAR 3 (2013-14)

#	Month/Year	Event	Description of Activity	Approximate Cost	Funding Source
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Scoring Guide/Rubric for School Improvement Grant Applications			
Minimum score of “Adequate” must be attained on each of the 19 sections of the rubric to be considered for funding. Applicants may be invited to revise and resubmit their applications. An application that receives a score of “Inadequate” on ANY of the 19 sections of the rubric and is NOT invited to make revisions and resubmit, WILL NOT be funded.			
Section	Inadequate 1 Point	Adequate 2 Points	Exemplary 3 Points
LEA Application			
1. LEA Application Cover Sheet for School Improvement Grants	Incomplete	N/A	Complete
2. LEA Grant Abstract	LEA’s description of their 3-year vision for each school is inadequately developed and/or does not address years 2 and 3, and could use further development.	LEA description of a 3-year vision for each school to be served is intact.	LEA describes a complete 3-year vision for each school to be served.
3. LEA/School Information	Incomplete	N/A	Complete
4. LEA Explanation of Lack of Capacity	LEA gives few or minimal reasons and/or supporting data for NOT electing to serve a school.	LEA has elected to serve all of its Tier I schools (and as such, this section does not apply).	LEA provides specific reasons supported by data for NOT electing to serve a school
5. LEA Budget (up to a maximum of \$2 million / year for three years)	The budget is poorly developed, needs further explanation of numbers or proposed activities, or lacks one of the following items: 1.-Alignment to proposed intervention components; 2.-Realistic size of budget; 3.-Realistic scope of budget; 4.-Covers 3-year grant period. Double weighted – 2 points	Budget submitted by LEA is adequately developed in: 1. Alignment to proposed intervention components; 2. Realistic size of budget; 3. Realistic scope of budget; 4. Covers 3-year grant period; 5. Includes pre-implementation budget (if required). Double weighted – 4 points	The budget request for the school is realistic, of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years, and is aligned accurately with the proposed components of the intervention selected and if pre-implementation activities have been planned, includes a detailed pre-implementation budget. Double weighted – 6 points
6. Assurances from LEA	Incomplete	N/A	Complete and signed

School Application			
1. School Application Cover Sheet for School Improvement Grant	Incomplete	N/A	Complete
2. School Grant Abstract	School description of their 3-year vision for intervention implementation is inadequately developed and/or does not address years 2 and 3.	School description of their 3-year vision for intervention implementation is intact.	The school describes a complete 3-year vision for intervention implementation.
3. Personnel involved in the Development and Implementation Process	Incomplete	N/A	Complete
4. Evidence of Need	No relationship between the needs identified and the selected intervention model has been developed.	A clearer relationship between the needs identified and the selected intervention model could be developed.	The school has incorporated multiple sources of data, and has established a clear relationship between the needs identified and the selected intervention.
5. Evidence of Capacity	The school has not identified or addressed areas of deficiency. The process used by the school to determine the school's capacity to fully implement the selected intervention is missing or incomplete.	The school has identified and appropriately addressed areas of deficiency.	The school has identified and addressed areas of deficiency. The school has described the process it has used to determine the school's capacity to fully implement the selected intervention.

<p>6.1 School Support to Fully Implement the Intervention Model</p>	<p>School support is not adequately developed to fully implement the intervention model.</p>	<p>School support to adequately implement the intervention model is in place.</p>	<p>School support to fully implement the intervention model is well described, and links actions to the components of the selected intervention.</p>
<p>6.2 Selecting External Providers</p>	<p>School design/implementation of interventions is largely inconsistent with final requirements.</p>	<p>School design and/or implementation of interventions is adequate.</p>	<p>School design/implementation of interventions is clearly stated, and meets or exceeds final requirements.</p>
<p>6.3 Align other resources with interventions</p>	<p>The school has not identified other resources, and/or it fails to align those listed to other resources or with the listed actions to implement the selected intervention.</p>	<p>The school integrates a number of activities funded at the federal and state level with SIG-funded activities.</p>	<p>The school demonstrates the ability and willingness to effectively integrate various activities funded at the federal and state level with SIG-funded activities.</p>
<p>6.4 Modify practices/policies to enable implementation of interventions</p>	<p>The school indicates little or no willingness to modify practices/policies to enable implementation of the actions to implement the selected intervention.</p>	<p>The school describes development or modification of several policies to enable implementations of the intervention selected.</p>	<p>The school describes a range of development and/or modification of policies and procedures to enable implementation of a variety of components, including leadership, personnel, and student support.</p>
<p>6.5 Sustain the reforms after the period ends</p>	<p>The school demonstrates little or no capacity or planning to sustain the reforms after the grant period ends.</p>	<p>The school describes plans for sustaining reform efforts after the grant period ends.</p>	<p>The school demonstrates careful planning of how reform efforts will continue after the grant period ends.</p>

<p>7. School Improvement Goals</p>	<p>The school has written few or no SMART goals for the school that will serve as outcomes in implementation of the selected intervention or has only written goals for one subject.</p>	<p>The school has written SMART goals for the school that will serve as outcomes in implementation of the selected intervention in both reading/language arts and mathematics.</p>	<p>The school has clearly written SMART goals for the school that will serve as outcomes in implementation of the selected intervention in both reading/language arts and mathematics.</p>
<p>8. Results Measurement</p>	<p>The school description of how it will measure progress towards the stated improvement goals is unrealistic and/or does not show how the measurements will ensure full implementation of the intervention.</p>	<p>The school has a plan for measuring progress toward stated improvement goals.</p>	<p>The school describes how it will measure progress toward the stated improvement goals, and clearly describes how these measurements will ensure that the school will fully implement the selected intervention.</p>
<p>9. School Annual Timeline of Intervention Activities</p>	<p>The school timeline of intervention activities does not cover a 3-year period and/or does not relate directly to proposed actions.</p>	<p>The school has developed a basic 3-year timeline of annual intervention activities for the school.</p>	<p>The school has developed a thorough 3-year timeline of annual intervention activities for the school that relates directly to the proposed actions.</p>

ADDITIONAL RESOURCES

The following websites will offer more information and resources as the LEA completes its application:

ESEA School Improvement Grants (SIG) webpage on the Oregon Department of Education website
Information about the US Department of Education (USED) School Improvement Grant program
<http://www.ode.state.or.us/search/page/?=2919>

Title I-A School Improvement webpage on the Oregon Department of Education website
Resources for Schools in Title I-A School Improvement Status, including information on Statewide
Systems of Support, grants, and reporting requirements
<http://www.ode.state.or.us/search/page/?id=1942>

Center on Innovation & Improvement

Handbook on Effective Implementation of School Improvement Grants. This is an excellent resource for how to implement the four intervention models.

<http://www.centerii.org/handbook/>

School Improvement Fund webpage on the US Department of Education website
Federal documents pertaining to the School Improvement Grant program including guidance, and approved state grants

<http://www2.ed.gov/programs/sif/index.html>

Appendix A

The Oregon Department of Education did not exercise 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.

Schools Eligible for FY 2010 SIG Funds									
LEA Name	LEA NCES ID#	School Name	School NCES ID#	Tier I	Tier II	Tier III	Achievement	Grad Rate	Newly Eligible
Jefferson County SD 509J	4106740	Warm Springs Elementary School	410674000454	X			Yes		
Portland SD 1J	4110040	BizTech High School	411004001605	X			Yes		
Portland SD 1J	4110040	Jefferson High School	411004000964	X			Yes		
Portland SD 1J	4110040	King Elementary School	411004000911	X			Yes		
Woodburn SD 103	4113530	Washington Elementary School	411353000842	X			Yes		
Beaverton SD 48J	4101920	Community School	410192000220		X		Yes		
Bethel SD 52	4102040	Kalapuya High School	410204004178		X		Yes		
Eagle Point SD 9	4104500	Connections Alternative School	410450001681		X		Yes		
Milton-Freewater Unified SD 7	4108160	Pleasant View School	410816001669		X		Yes		
North Bend SD 13	4108820	North Bend Senior High School	410882000225		X		Yes		
North Clackamas SD 12	4108830	New Urban High School	410883001583		X		Yes		
Portland SD 1J	4110040	Leadership and Entrepreneurship Public Charter High School	411004001646		X		Yes		
Portland SD 1J	4110040	Madison High School	411004000968		X		Yes		
South Umpqua SD 19	4108100	South Umpqua High School	411161000313		X		Yes		
Willamina SD 30J	4113350	Willamina High School	411335001277		X		Yes		
Woodburn SD 103	4113530	Academy of International Studies (at Woodburn)	411353001714		X		Yes		
Estacada SD 108	4104700	Estacada Alternative High School	410470001644		X			Yes	

Eugene SD 4J	4104740	Opportunity Center	410474000567		X			Yes	
Greater Albany Public SD 8J	4101120	Albany Options School	410112001577		X			Yes	
Medford SD 549C	4108040	Medford Opportunity High School	410804004187		X			Yes	
Woodburn SD 103	4113530	Woodburn Success	411353001715		X			Yes	
Amity SD 4J	4101230	Amity Elementary School	410123001260			X			
Astoria SD 1	4101620	Lewis & Clark Elementary School	410162000156			X			
Centennial SD 28J	4102800	Lynch Meadows Elementary School	410280001012			X			
Centennial SD 28J	4102800	Lynch View Elementary School	410280001017			X			
Centennial SD 28J	4102800	Lynch Wood Elementary School	410280001018			X			
Central Point SD 6	4102940	Central Point Elementary School	410294000402			X			
Coos Bay SD 9	4103660	Madison Elementary School	410366000211			X			
Coos Bay SD 9	4103660	Millicoma Intermediate School	410366000214			X			
Creswell SD 40	4103690	Creswell Middle School	410369000605			X			
Crook County SD	4103720	Ochoco Elementary School	410372000240			X			
David Douglas SD 40	4103940	Mill Park Elementary School	410394001033			X			
Elgin SD 23	4104590	Stella Mayfield Elementary School	410459001140			X			
Gervais SD 1	4100015	Douglas Avenue Alternative School	410001501588			X			
Gervais SD 1	4100015	Gervais Middle School	410001500831			X			
Gresham-Barlow SD 10J	4106000	Highland Elementary School	410600000991			X			
Hillsboro SD 1J	4100023	Mooberry Elementary School	410002301173			X			
Hillsboro SD 1J	4100023	W L Henry Elementary School	410002301175			X			
Jefferson County SD 509J	4106740	Buff Elementary School	410674001569			X			
Klamath Falls City Schools	4107080	Pelican Elementary School	410708000486			X			
Medford SD 549C	4108040	Howard Elementary School	410804000430			X			
Morrow SD 1	4108520	Windy River Elementary School	410852001597			X			
Myrtle Point SD 41	4100640	Myrtle Crest School	410064000233			X			

North Wasco County SD 21	4100048	Colonel Wright Elementary School	410004801155			X			
Ontario SD 8C	4109270	Alameda Elementary School	410927000739			X			
Parkrose SD 3	4109480	Shaver Elementary School	410948000982			X			
Portland SD 1J	4110040	Bridger Elementary School	411004000877			X			
Portland SD 1J	4110040	George Middle School	411004000893			X			
Rainier SD 13	4103265	Hudson Park Elementary School	411004000909			X			
Reynolds SD 7	4110520	Glenfair Elementary School	411052000999			X			
Reynolds SD 7	4110520	Salish Ponds Elementary School	411052001579			X			
Reynolds SD 7	4110820	Woodland Elementary	411052001209			X			
Salem-Keizer SD 24J	4110820	Four Corners Elementary School	411082000784			X			
Salem-Keizer SD 24J	4110820	Houck Middle School	411082000664			X			
Salem-Keizer SD 24J	4110820	Parrish Middle School	411082000813			X			
Salem-Keizer SD 24J	4110820	Stephens Middle School	411082000668			X			
Silver Falls SD 4J	4111450	Mark Twain Middle School	411145000763			X			
Silver Falls SD 4J	4111450	Robert Frost Elementary School	411145000764			X			
South Umpqua SD 19	4111610	Tri City Elementary School	411161000312			X			
Springfield SD 19	4111670	Springfield Middle School	411167000592			X			
Sutherlin SD 130	4111940	West Sutherlin Intermediate	411194000340			X			
Three Rivers/Josephine County SD									
	4106900	Manzanita Elementary School	410690000473			X			
Umatilla SD 6R	4112600	McNary Heights Elementary School	411260001091			X			
Warrenton-Hammond SD 30	4113080	Warrenton Grade School	411308000166			X			
Woodburn SD 103	4113530	French Prairie Middle School	411353000844			X			
Woodburn SD 103	4113530	Heritage Elementary	411353001051			X			

Appendix B

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
Portland SD 1J	4110040	Arts, Communication, & Technology	411004001529	X			X
Portland SD 1J	4110040	Pursuit of Wellness	411004001532	X			
Portland SD 1J	4110040	Spanish-English International School	411004001531	X			
Salem-Keizer SD 24J	4110820	Hallman Elementary School	411082001444	X			
Salem-Keizer SD 24J	4110820	McKay High School	411082001296	X			
Bend-LaPine Administrative SD1	4101980	Marshall High School	410198000688		X		
Jefferson County SD 509J	4106740	Madras High School	410674000456		X		
Klamath Falls City Schools	4107080	EagleRidge High School	410708001687		X		
Ontario SD 8C	4109270	Ontario High School	410927000746		X		
Oregon City SD 62	4109330	Oregon City Service Learning Academy	410933001666		X		
Salem-Keizer SD 24J	4110820	Early College High School	411082001717		X		
Salem-Keizer SD 24J	4110820	Roberts High School	411082001738		X		

Appendix D Documentation of Waiver Request

The waiver request has been posted to the Title IA School Improvement website at:

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=6914&TypeID=4>

(See below.)

School Improvement Grant Waiver Request

The Oregon Department of Education (ODE) is seeking a waiver on behalf of local education agencies (LEAs) eligible for the School Improvement Grant competitive grant program for 2010-11. This waiver is on a requirement under federal law related to the FY2011 Title 1A-G School Improvement Grant which supports improvement efforts in the state's persistently lowest performing schools. The State believes that the requested waiver will increase its ability to implement the School Improvement Grant 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.

ODE requests a waiver of section 421 (b) of the General Education Provisions Act in order to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2013. This waiver would increase the life of the funds for two additional years, allowing the state to fund the initial grant award and two years of continuation grants to the LEAs.

[Click here to comment on this waiver.](#)

If you have questions regarding this waiver request, please contact Denny Nkemontoh via electronic mail at denny.nkemontoh@state.or.us or at (503) 947-5880.

- end -

Contact(s) for this Announcement

- **Denny Nkemontoh** (503) 947-5600
School Improvement & Accountability - Education Specialist

Related Topic(s):

- [No Child Left Behind \(NCLB\) - Grant and Program Information](#)

Related Page(s):

- [ESEA School Improvement Grants \(SIG\)](#)

Email Notification:

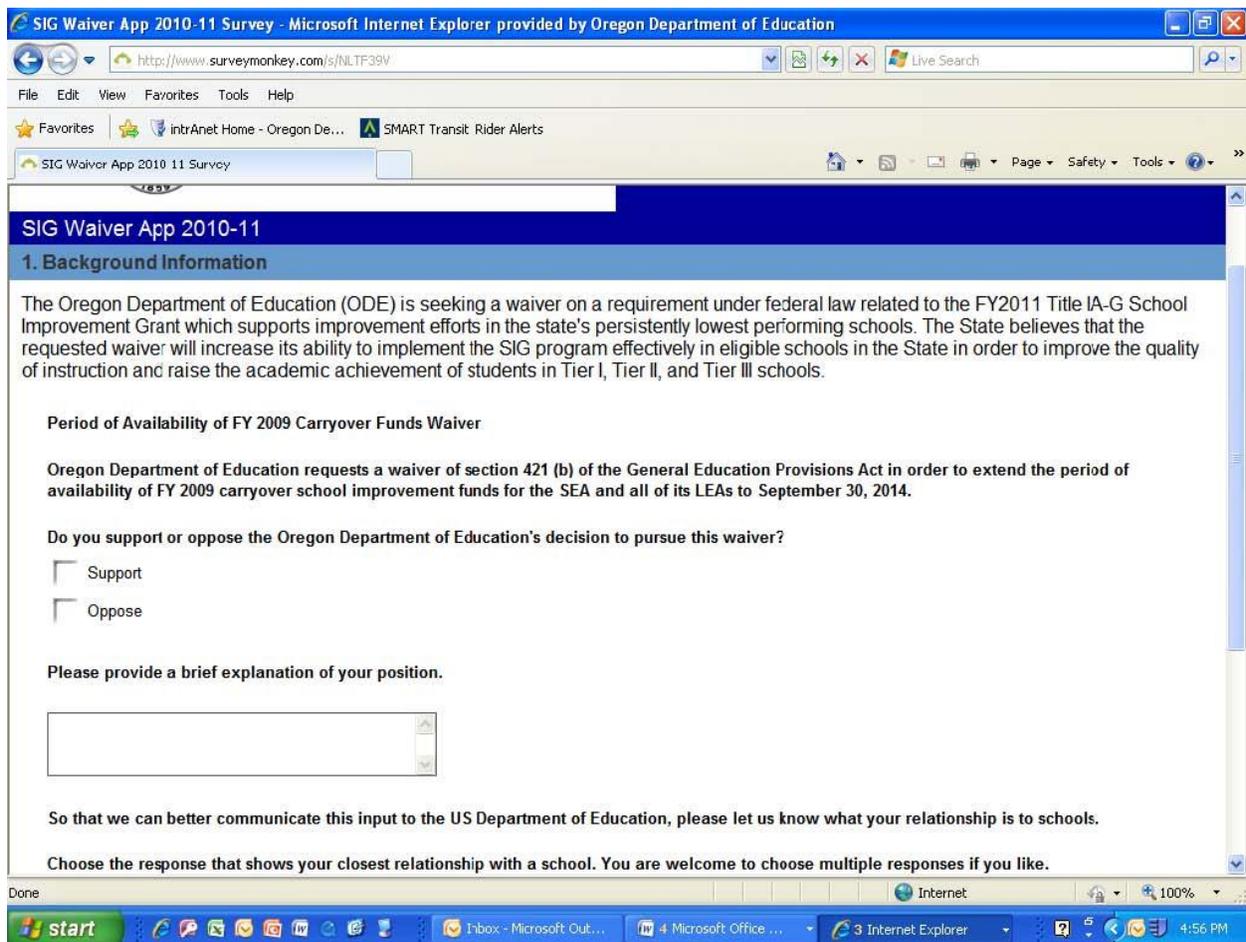
The Oregon Department of Education (ODE) is seeking a waiver on behalf of local education agencies (LEAs) eligible for the School Improvement Grant competitive grant program for 2010-11. This waiver is on a requirement under federal law related to the FY2011 Title 1A-G School Improvement Grant which supports improvement efforts in the state's persistently lowest performing schools. The State believes that the requested waiver will increase its ability to implement the School Improvement Grant 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.

ODE requests a waiver of section 421 (b) of the General Educations Provisions Act in order 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. This waiver would increase the life of the funds for two additional years, allowing the state to fund the initial grant award and two years of continuation grants to the LEAs.

[Click here to comment on this waiver.](#)

If you have questions regarding this waiver request, please contact Denny Nkemontoh via electronic mail at denny.nkemontoh@state.or.us or at (503) 947-5880.

Waiver Survey:



The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads "SIG Waiver App 2010-11 Survey - Microsoft Internet Explorer provided by Oregon Department of Education". The address bar shows the URL "http://www.surveymonkey.com/s/NLTF39V". The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The Favorites bar shows "SIG Waiver App 2010-11 Survey" as the active item. The main content area of the browser displays the survey page, which has a blue header with the title "SIG Waiver App 2010-11" and a sub-header "1. Background Information". The text on the page reads: "The Oregon Department of Education (ODE) is seeking a waiver on a requirement under federal law related to the FY2011 Title IA-G School Improvement Grant which supports improvement efforts in the state's persistently lowest performing schools. 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 raise the academic achievement of students in Tier I, Tier II, and Tier III schools." Below this text, there is a section titled "Period of Availability of FY 2009 Carryover Funds Waiver" which states: "Oregon Department of Education requests a waiver of section 421 (b) of the General Education Provisions Act in order 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." The survey then asks, "Do you support or oppose the Oregon Department of Education's decision to pursue this waiver?" with two radio button options: "Support" and "Oppose". Below the radio buttons, it says "Please provide a brief explanation of your position." followed by a text input field. At the bottom of the survey, it asks, "So that we can better communicate this input to the US Department of Education, please let us know what your relationship is to schools." and "Choose the response that shows your closest relationship with a school. You are welcome to choose multiple responses if you like." The browser's status bar at the bottom shows "Done", "Internet", and "100%". The Windows taskbar at the very bottom shows the Start button, several application icons, and the system clock displaying "4:56 PM".

Comments Received From LEAs

- I support the waiver to improve professional development of instruction for Tier I, II and III schools.
- There's no sustainability if something is started and then funding is dropped. Use of large amounts of funding tends to be less focused if you are forced to use it immediately and don't have enough time to collect and evaluate data, to refine goals or alter to directions if something isn't working.
- The School Improvement efforts require lots of planning and preparation and having the opportunity to sustain the efforts over time will provide support for more students and sustain a change the learning environment over a longer period of time.
- MPSD is trying to utilize the funds in the most meaningful manner. We need to have time to organized high quality professional development which will have the greatest impact upon student achievement. To recklessly spend the funds just to spend down the accounts goes against good fiscal management. Our district gets approximately \$60,000 per year and we can pragmatically spend around \$20,000-\$30,000 per year and provide excellent embedded support for teachers. As we create more opportunities that work well for our teacher as we move through the improvement process, expending the funds on well designed and thought out programs to improve student achievement will become more apparent. Being able to access these funds for instructional coaches or PD is an incredible opportunity for our district and we want to get the greatest impact over time. It would be a shame to throw the money at a project of program that lasts one year and is poorly planned. Give us time to put the money to its most effective use.
- Because of the short time frame provided to LEA to implement this grant and accompanying services, it would benefit the overall goals and improvement efforts. A timeline should not limit the overall needs and intent of this grant.
- Without this waiver, it will be very difficult to manage the MOE this year. We have 15 furlough days due to declining State revenue and our calculation of MOE for this year is very tight.
- This will be important to bridge improvement efforts until the funding begins to stabilize.
- This will allow greater flexibility for districts and ease the funding issues we are currently facing.
- I believe we can provide additional support to schools with an extension of this timeline.
- The carry over is very important to the success and continuation of these programs.
- Spending money wisely will improve the effectiveness of the grant. I believe that time constraints can minimize how effectively we use the funds. Please allow these funds to be carried over so they can be better targeted to improve instruction for our students.
- Although I do support schools to be able to extend the period of available funds, I am not sure in the economic climate schools would have funds still in 2014.
- I feel this is a needed action because of the need of school's in school improvement.
- We are currently working on a School Improvement plan because of not meeting AYP three years in a row at our middle school. ODE is responsible for helping us with a Improvement Plan Coach from NE Labs and Lake County ESD. If these funds don't continue to be available we might not complete our work.
- The cycle for generating a thoughtful and well researched School Improvement Plan requires that some parts of the plan not be implemented until the plan is ready for submission in mid January. Full implementation can be later that March. On-going evaluation also extends the process.
- School improvement funds should be utilized in any way possible to support lowest performing schools and this often takes longer than the short timelines allowable under some grants.
- This waiver will allow the LEA's the ability to extend the use of carryover money necessary to support the implementation of school improvement activities.
- These substantial funds will provide needed support to schools desperately in need of improvement and the resources to pursue their improvement efforts.
- Action plans for school improvement require resources, time and collaboration. The waiver would allow for some strategic work to be completed and integrated for schools that need it.
- I believe that responsible planning and use of funds will be facilitated with a longer period to make meaningful expenditures aligned with plans
- Judicious use of this funding over time to instate, research-evidenced based effective core instruction in our lowest performing schools is essential for student achievement. I fully support the waiver.

Appendix D

Documentation of Waiver Request (continued)

The waiver request has been posted to the Title IA School Improvement website at:

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7125&TypeID=4>

(See below.)

School Improvement Grant Waiver Request

The Oregon Department of Education (ODE) is seeking a waiver on behalf of local education agencies (LEAs) eligible for the School Improvement Grant competitive grant program for 2010-11. This waiver is on a requirement under federal law related to the FY2011 Title 1A-G School Improvement Grant which supports improvement efforts in the state's persistently lowest performing schools. The State believes that the requested waiver will increase its ability to implement the School Improvement Grant 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.

ODE requests a waiver of section 1116(b)(12) of the Elementary and Secondary Education Act of 2001 to permit LEAs (School Districts) 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 2011-20012 school to "start over" in the school improvement timeline.

[Click here to comment on this waiver.](#)

If you have questions regarding this waiver request, please contact Denny Nkemontoh via electronic mail at the address below or phone (503) 947-5880.

- end -

Contact(s) for this Announcement

- **Denny Nkemontoh** (503) 947-5880
School Improvement & Accountability - Education Specialist

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Oregon Department of Education
255 Capitol Street NE Salem, OR 97310-0203

(503) 947-5600 | Fax: (503) 378-5156
General ODE Questions: gde.frontdesk@ode.state.or.us

Email Notification

School Improvement Grant Waiver Request

The Oregon Department of Education (ODE) is seeking a waiver on behalf of local education agencies (LEAs) eligible for the School Improvement Grant competitive grant program for 2011-12. This waiver is a requirement under federal law related to the FY2011 Title 1A-1003(g) School Improvement Grant which supports improvement efforts in the state's persistently lowest performing schools. The State believes that the requested waiver will increase its ability to implement the School Improvement Grant 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.

ODE requests a waiver of section 1116(b)(12) of the Elementary and Secondary Education Act of 2001 to permit LEAs (School Districts) 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 2011-20012 school to "start over" in the school improvement timeline.

[Click here to comment on this waiver.](#)

If you have questions regarding this waiver request, please contact Jesse Parsons via electronic mail at jesse.parsons@state.or.us or phone (503) 947-5602.

Waiver Survey:

OREGON DEPARTMENT OF EDUCATION [Exit this survey](#)

SIG Waiver App 2010-11 (Restart AYP Clock)

1. Background Information

The Oregon Department of Education (ODE) is seeking a waiver on a requirement under federal law related to the FY2011 Title IA-G School Improvement Grant which supports improvement efforts in the state's persistently lowest performing schools. 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 raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

The Oregon Department of Education requests a waiver of section 1116(b)(12) of the Elementary and Secondary Education Act of 2001 to permit LEAs (School Districts) 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 2011-20012 school to "start over" in the school improvement timeline. This would allow schools using either of these two models to return to a "zero year" under AYP and only return to improvement status after two consecutive years of failing to meet AYP.

Do you support or oppose the Oregon Department of Education's decision to pursue this waiver?

Support

Oppose

Please provide a brief explanation of your position.

So that we can better communicate this input to the US Department of Education, please let us know what your relationship is to schools.

Choose the response that shows your closest relationship with a school. You are welcome to choose multiple responses if you like.

District Staff

School District Board Member

School Principal

Classroom Teacher

School Staff

Parent

District Resident

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Done Internet 100%

Comments received from the public will be forwarded to USED after March 14, 2011.

Appendix E

Oregon's Local Education Agency School Improvement Grant Template

(Separate document)