

# School Improvement Grant 1003(g) Application | Cohort V

Form Number: ED 704

Section 1003(g) of the Elementary and Secondary Education Act,  
as amended by the No Child Left Behind Act of 2001

**Issue Date: June 22, 2016**

**Due Date: July 29, 2016**



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Levy Gillespie

Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator

Connecticut State Department of Education

25 Industrial Park Road | Middletown, CT 06457 | 860-807-2071 | Levy.Gillespie@ct.gov

## PART I: 1003(g) SIG APPLICATION INSTRUCTIONS

### A. Submission Instructions

Please review and follow all directions carefully when completing the 1003(g) School Improvement Grant (SIG) application. All applications must be submitted by e-mail to [SDEAllianceDistrict@ct.gov](mailto:SDEAllianceDistrict@ct.gov). **All applications must be received by 4:00 PM on Friday, July 29, 2016.** Please note that all applications become the property of the Connecticut State Department of Education (CSDE) and are subject to disclosure pursuant to the Freedom of Information Act. Please complete all of the required components. The application will be deemed incomplete and/or deficient if required components are not submitted. Completed applications must consist of the following:

| Required Components:  | Required of:  |
|---|---|
| <input type="checkbox"/> Application Cover Page                           | All applicants                                      |
| <input type="checkbox"/> Application Part I: LEA Strategy (10-page limit) | All applicants                                      |
| <input type="checkbox"/> Application Part II: School Plan (20-page limit) | All applicants                                      |
| <input type="checkbox"/> School Closure Application (5-page limit)        | “Closure” model applicants                          |
| <input type="checkbox"/> Excel Budget Workbook                            | All applicants                                      |
| <input type="checkbox"/> Flexible Work Rules                              | All applicants                                      |
| <input type="checkbox"/> Appendix A: Metrics and Performance Targets      | All applicants                                      |
| <input type="checkbox"/> Appendix C: Implementation Timeline              | All applicants                                      |
| <input type="checkbox"/> Appendix D: Statement of Assurances              | All applicants                                      |
| <input type="checkbox"/> Appendix E: External Evaluation of Partners Form | “Restart” or “Whole-School Reform” model applicants |

### B. Timeline Summary

|   |                         |
|---|-------------------------|
| 1. CSDE notifies LEAs about 1003(g) SIG competition   | May 31, 2016            |
| 2. Districts submit an expression of intent to the CSDE.  | June 10, 2016           |
| 3. CSDE hosts a SIG 1003(g) informational webinar and releases 1003(g) SIG application to LEAs. | June 22, 2016           |
| 4. LEAs submit 1003(g) SIG applications.  | July 29, 2016           |
| 5. CSDE awards 1003(a) SIG funds to LEAs.   | Anticipated August 2016 |
| 6. 1003(g) SIG schools begin planning or full implementation with support from CSDE.            | September 2016          |

### C. Questions

All questions regarding SIG should be directed to:

Leslie Carson, Education Consultant, CSDE | Telephone: 860-713-6796 | E-mail: [leslie.carson@ct.gov](mailto:leslie.carson@ct.gov)

## PART II: SIG 1003(g) OVERVIEW

### A. 1003(g) SIG Overview

Title I 1003(g) School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA) provide states and districts with funds to leverage change and turn around chronically underperforming schools. The CSDE anticipates identifying a fifth cohort of 1003(g) SIG schools through a competitive grant process. For this fifth cohort, Connecticut is eligible to receive approximately \$3.8 million in 1003(g) SIG funds. Successful 1003(g) SIG applicants may receive a minimum of \$50,000 and a maximum of \$2 million per year for up to five years. The average award in the fourth cohort was \$391,600 per year. Federal guidance on the requirements that govern the SIG process that states must use to award SIG funds to eligible schools can be found at: <http://www2.ed.gov/programs/sif/index.html>.

The CSDE may make a 1003(g) SIG award to a local education agency (LEA) for **up to five years** for a particular school. The LEA may apply for **one optional planning year** for pre-implementation activities; **at least three full years of implementation** for full implementation of the selected intervention; and **up to two years for sustainability activities** related to sustaining reforms following at least three years of full intervention implementation. The LEA budget should address the entire grant period. An LEA may not receive more than five years of 1003(g) SIG funding for a particular school, and budgets for sustainability years cannot exceed \$50,000 per year.

States must give priority in awarding 1003(g) SIG funds to districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to substantially raise the achievement of students attending the persistently lowest-achieving schools. Connecticut schools that are eligible to participate in the SIG program are schools designated as Turnaround and Focus schools under the ESEA waiver and identified through the Next Generation Accountability System. A complete list of eligible schools by classification was released on March 2, 2016 and can be found at:

[http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/category\\_4\\_and\\_5\\_schools\\_2014-15.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/category_4_and_5_schools_2014-15.pdf)

### B. 1003(g) SIG School Models

The LEA applying for 1003(g) SIG funding must select one of six reform models to apply at the school: 1. Turnaround; 2. Restart; 3. Early Learning; 4. Whole-school Reform; 5. Transformation; 6. Closure. The LEA must ensure that the selected reform model addresses the specific needs and growth areas of the school uncovered by data and must provide effective oversight and ongoing support for implementation of the selected model. The LEA must also demonstrate that the LEA has or will meaningfully engage families and the community in the selection of the intervention model and in the implementation of the selected intervention on an ongoing basis. School plans and budgets must align to the selected reform model. A description of the requirements of each model follows:

**A. Turnaround model** – The district must implement a plan that does the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including authority in determining staffing, calendars and time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students by:
  - a) Screening all existing staff and rehire no more than 50 percent; and
  - b) Selecting new staff.
- (3) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include the following provisions:
  - a) Financial incentives;
  - b) Increased opportunities for promotion and career growth; and
  - c) More flexible work conditions.
- (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, the following:
  - a) Requiring the school principal to report to a new "turnaround office" in the LEA or SEA;
  - b) Hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer; or
  - c) Enter 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 and aligned with the CSDE academic standards.
- (7) Promote the continuous use of student data (such as data 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.

**B. Transformation Model-** The district must implement a plan that does the following:

*1. Develop and increase teacher and school leader effectiveness:*

- a. Replace the principal who led the school prior to commencement of the transformation model;
- b. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
  1. Take into account data on student growth as a significant factor and other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  2. Are designed and developed with teacher and principal involvement.
- c. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they

are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

- e. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

*2. Implement comprehensive instructional reform strategies:*

- a. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
- b. Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

*3. Increase learning time and create community-oriented schools:*

- a. Establish schedules and strategies that provide increased learning time.
- b. Provide ongoing mechanisms for family and community engagement.

*4. Provide operational flexibility and sustained support:*

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

*5. The district may do the following:*

- a. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.
- b. Institute a system for measuring changes in instructional practices resulting from professional development.
- c. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- d. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- e. Implement a school-wide "response-to-intervention" model.
- f. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
- g. Use and integrate technology-based supports and interventions as part of the instructional program.
- h. In secondary schools (optional):
  1. Increase rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare

students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.

2. Improve student transition from middle to high school through summer transition programs or freshman academies.
3. Increase graduation rates through certain selected strategies which may include, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
4. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.
  - i. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.
  - j. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
  - k. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
  - l. Expand the school program to offer full-day kindergarten or pre-kindergarten.
  - m. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
  - n. Implement a per-pupil school-based budget formula that is weighted based on student needs.

**C. Early Learning Model** – The district must implement a plan that:

- (1) Offers full-day kindergarten.
- (2) Establishes or expands a high-quality preschool program.
- (3) Provides educators, including preschool teachers, with joint planning time.
- (4) Implements additional requirements that are the same as the transformational model; however, this model does not require increased learning time.

**D. Whole-School Reform Model** – The district must implement a plan that:

- (1) Is implemented in partnership with a whole-school reform model developer with demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that determines that the developer is likely to produce strong results for the school.
- (2) Improves student academic achievement or attainment.
- (3) Is implemented for all students in a school.
- (4) Addresses school leadership.
- (5) Addresses teaching and Learning in at least one full academic content area.
- (6) Addresses student non-academic support.
- (7) Addresses family and community engagement.
- (8) Is evidence-based with at least one study meeting *What Works Clearinghouse* evidence standards, and statistically favorable impact on academic achievement or attainment.

The CSDE must approve the selection of the evidence-based model to ensure that the whole-school reform model developer meets the definition and that there is evidence supporting that the model includes a sample population or setting similar to the one at the school to be served.

### E. Restart Model

Under restart, 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. The LEA must also conduct rigorous performance review of external providers throughout the grant period. The LEA may use planning funds to conduct the rigorous review process or to hire external providers to assist in planning for and carrying out activities necessary for full implementation of a SIG model in the following year. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

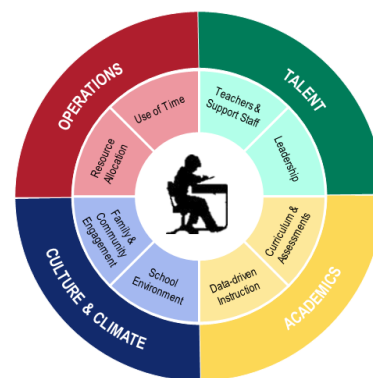
### F. School Closure

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

## C. CSDE Turnaround Framework

All 1003(g) SIG plans must outline comprehensive and transformative strategies in four domains identified by the CSDE’s Turnaround Office: (1) Talent, (2) Academics, (3) Culture and Climate, and (4) Operations, while ensuring compliance with the requirements for the selected SIG reform model. The school must meet all of the requirements for the selected reform model, while also making targeted investments in the following areas:

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.
- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



If the SIG plan impacts elements of the collective bargaining agreements applicable to the administrators and teachers employed by the local board of education, such provisions must be negotiated in accordance with existing contracts.



## D. Freedom of Information Act

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act (FOIA), Section 1-200 et seq. of the Connecticut General Statutes. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.

### PART III: SIG 1003(g) APPLICATION

## Connecticut State Department of Education 1003(g) School Improvement Grant (SIG)

### A. Cover Page

|                              |                |           |
|------------------------------|----------------|-----------|
| District (LEA):              |                |           |
|                              |                |           |
| Contact Person:              | Contact Title: |           |
|                              |                |           |
| Telephone:                   | Email Address: |           |
|                              |                |           |
| Street Address:              | City:          | Zip Code: |
|                              |                |           |
| Name of Superintendent:      |                |           |
|                              |                |           |
| Signature of Superintendent: |                | Date:     |
|                              |                |           |
| Name of Board Chair:         |                |           |
|                              |                |           |
| Signature of Board Chair:    |                | Date:     |
|                              |                |           |

**Directions:** Please identify in the chart below the eligible schools in your district for which you are submitting a 1003(g) SIG application, and identify the model selected for each school. Add rows as needed.

| School Name: | Turnaround               | Restart                  | Early Learning           | Whole-School Reform      | Closure                  | Transformation           |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## B. 1003(g) SIG Award Selection Criteria

Using Appendix G: FY15 and FY16 1003(g) School Improvement Grant LEA Application Rubric, a selection committee will review and score all applications that meet the minimum submission requirements:

1. School for which the application is submitted must be an eligible Focus or Turnaround School.
2. A completed application must be submitted in the required format.
3. The school's plan must adhere to all requirements of the selected 1003(g) SIG school model, as described in Part II: SIG 1003(g) OVERVIEW, B. 1003(g) SIG School Models, beginning on page 3.
4. The application must be submitted by Friday, July 29, 2016 at 4 PM EST.

All awards are subject to the availability of funds. Grants are not final until the award letter is executed. Given the number of eligible applicants, the CSDE anticipates a highly competitive process resulting in funding being awarded to only those applicants submitting well-developed applications and transformative plans.

## C: Part I: LEA Strategy

**Directions:** Part I of the 1003(g) SIG application requires the district to describe its strategy and structure to support school turnaround efforts at the district level. Specifically, LEAs must describe central office capacity to support low-performing schools, conditions that will enable bold reform, ongoing monitoring and accountability structures, and a sustainable and thoughtful financial resourcing strategy. Please respond to all components in each of Sections 1-4 of Part I: LEA Strategy. Part I responses should not exceed 10 pages. **LEAs pursuing the closure model need only complete A. Cover Page (page 9) and the F. School Closure Application (page 17).**

**Section 1: LEA Capacity and Organizational Structure.** The LEA must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools.

- Component 1. Describe the district's strategy, theory of change, or approach as pertaining to school turnaround. If the district is a part of the CSDE Alliance Districts, ensure alignment to the district's Alliance District plan.
- Component 2. Provide a clear overview of the LEA's capacity and staffing structure to support its lowest-performing schools. Specifically, describe the supports and technical assistance provided by the LEA to its low-performing schools.
- Component 3. Describe the district's readiness and capacity to support school turnaround, identifying organizational strengths and weaknesses.
- Component 4. Identify external partners supporting turnaround efforts, if applicable. The LEA must also complete Appendix E if the Restart or Whole-School Reform models are proposed.

**Section 2: Conditions for Success.** The LEA must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility.

- Component 1. Describe how schools will receive additional autonomy in exchange for increased accountability. Describe additional flexibilities in the areas of staffing, scheduling/calendaring, budgeting, and programming.
- Component 2. Explain how the district will modify its practices and policies, if necessary, to allow for full implementation of the interventions outlined in the school and/or district plans.
- Component 3. Submit relevant flexible work rules or other labor-management documentation, such as memoranda of understanding and/or election to work agreements. **Please note that such documentation is required.**

**Section 3: Accountability and Monitoring Strategy.** The LEA must develop and implement tools and processes to create shared accountability for results at the school and district levels.

- Component 1. Describe the district's systems, tools, and processes to monitor the fidelity of plan implementation, and leading and lagging performance indicators.
- Component 2. Explain how the district and school will use data to drive ongoing decision-making and create a culture of shared accountability for results.
- Component 3. Identify annual performance goals (subject to CSDE approval) for the school(s) by completing Appendix A.

**Section 4: Budget and Budget Narrative.** The LEA must commit to thoughtful and strategic resourcing, including investments in high-yield activities and efforts to promote sustainability beyond the SIG grant.

- Component 1. Describe the major expenditures associated with the SIG application. Justify each cost with the likely return on investment and impact on student achievement.
- Component 2. Ensure that the low-performing school will continue to receive all state and local funds it would receive in the absence of SIG. The 1003(g) SIG funds must supplement, not supplant state and local funds, and those resources must be aligned to the 1003(g) SIG reform plan.
- Component 3. Complete the Excel budget workbook, submitting a three- to five-year SIG budget proposal. Funding requests must be at least \$50,000 per year and should be proportional to the proposed activities. Funding must be used to supplement and not supplant local or other non-federal expenditures.

**Section 5: Reform Sustainability:** The LEA must commit to thoughtful and strategic resourcing to promote sustainability beyond the 1003(g) SIG grant. Describe how the district will sustain the reforms after the funding period ends, including how the district will braid together multiple funding sources both during the grant period and after the funding period ends.

## E. Part II: School Plan

**Directions:** Part II of the 1003(g) SIG application provides a template for the school reform plan. Complete Part II for each district school for which the LEA is submitting a 1003(g) SIG application. Provide a comprehensive and bold plan to dramatically improve student achievement. Identify school needs and opportunities, and use this analysis to inform the selection of a reform model. Articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all of the requirements under the selected reform model. Please respond to all components in each of Sections 1-9 of Part II: School Plan. Part II responses should not exceed 20 pages.

**Section 1: Needs Analysis.** The school must provide a thorough needs analysis informed by the school audit. Please refer to Appendix F: School Turnaround Rubric/Audit Tool for assistance in completing the audit process.

- Component 1. Describe the process the LEA used to engage family and community stakeholders in the needs analysis.
- Component 2. Summarize the school’s greatest strengths as identified through the audit process.
- Component 3. Summarize and provide a root cause analysis for the school’s most significant growth areas as identified in the audit. Provide specific data points to support the analysis.
- Component 4. Reference Appendix F: School Turnaround Rubric when evaluating school systems and performance.

**Section 2: Reform Model and Rationale.** The school must pursue a reform model – turnaround, restart, early learning, whole-school reform, closure, or transformation – that best aligns to the needs of the school community. Describe how the selected school model is designed to meet the specific needs of the school.

- Component 1. Provide a strong rationale, referencing school needs.
- Component 2. Explain why other models are not feasible/likely to generate the desired impact.

Schools must participate in 1003(g) SIG for up to five years, including three required implementation years, a pre-implementation year (optional), and up to two sustainment years (optional). Select between 3-5 years for planning, implementation, and/or sustainability of the selected school model. Indicate the school year during with each phase will occur (e.g., 2016-17). Insert “N/A” for optional phases not selected by the school.

| 1003(g) Phases   | School Year |
|--|-------------|
| <input type="checkbox"/> Pre-implementation (optional)               |             |
| <input checked="" type="checkbox"/> Year 1 Implementation (required) |             |
| <input checked="" type="checkbox"/> Year 2 Implementation (required) |             |
| <input checked="" type="checkbox"/> Year 3 Implementation (required) |             |
| <input type="checkbox"/> Sustainability Year 1 (optional)            |             |
| <input type="checkbox"/> Sustainability Year 2 (optional)            |             |

**Section 3: Overarching SMART Goals.** Successful and sustainable turnaround requires a focused approach on the school’s most pressing needs and challenges. Please reflect upon school data and the audit to identify a manageable set of priorities to guide the school’s turnaround efforts. Develop three SMART goals for the turnaround process that are **Specific, Measurable, Attainable, Results-oriented** and **Time-bound**. Ensure alignment to Appendix A performance targets.

|          |   |
|----------|---|
| Goal #1: | <input type="checkbox"/> Specific<br><input type="checkbox"/> Measurable<br><input type="checkbox"/> Attainable<br><input type="checkbox"/> Results-oriented<br><input type="checkbox"/> Time-bound |
| Goal #2: | <input type="checkbox"/> Specific<br><input type="checkbox"/> Measurable<br><input type="checkbox"/> Attainable<br><input type="checkbox"/> Results-oriented<br><input type="checkbox"/> Time-bound |
| Goal #3: | <input type="checkbox"/> Specific<br><input type="checkbox"/> Measurable<br><input type="checkbox"/> Attainable<br><input type="checkbox"/> Results-oriented<br><input type="checkbox"/> Time-bound |

**Section 4: Talent.** The school must employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

- Component 1. Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers.
- Component 2. Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs.
- Component 3. Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.
- Component 4. Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.
- Component 5. Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe ongoing supports and coaching opportunities for school leadership.

**Section 5: Academics.** The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- Component 1. Describe the school’s academic program and instructional philosophy, including alignment to the Common Core and transition to next-generation assessments.
- Component 2. Describe how the school will implement one or more evidence-based strategies in accordance with its selected SIG intervention model, including how the strategies will result in the school meeting performance targets identified in Appendix A.
- Component 3. Describe the school’s early literacy strategy, including targeted interventions.
- Component 4. Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students.
- Component 5. Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

**Section 6: Culture and Climate.** The school must foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- Component 1. Describe the school’s behavior management system and strategies to shape a positive school culture, specifically detailing services the school will provide for improving the health and social-emotional needs of students.
- Component 2. Explain how the school will promote strong family and community connections to support academic achievement.



**Section 7: Operations.** The school must create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

- Component 1. Propose the length of the school day and/or year for students, and describe how the proposed schedule will maximize instructional time on task.
- Component 2. Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.

**Section 8: Stakeholder Engagement.** Please describe stakeholder engagement throughout the turnaround planning process. Provide evidence that school and district personnel, School Governance Council members, parents, students and community members were or will be engaged in selecting the model and in the planning process. Describe how these stakeholders will be involved throughout implementation of the reform model.

**Section 9: Implementation Timeline.** Using Appendix C, summarize key strategies presented in this reform plan in the areas of talent, academics, culture and climate, and operations. Identify when each strategy will occur by year and provide a progress metric the district and school will use to monitor implementation of each proposed strategy. The progress metric must be written in S.M.A.R.T. goal format.

## F. School Closure Application

**Directions:** Complete this section only if the LEA is applying for school closure as the reform model for a school. LEAs submitting an application for school closure may skip Parts I and II of the application and need only submit the *A. Cover Page* (page 9) and answers to the questions outlined below. School Closure Applications should not exceed 5 pages.

**Section 1: Organizational Capacity.** The LEA must identify senior leadership responsible for overseeing and coordinating the school closure. Describe how the individual(s)/structure identified will provide an effective and seamless implementation of the closure model. Describe the process and timeline for the school closure.

**Section 2: Model Rationale.** The LEA must provide a strong rationale for the selection of the closure model. Explain why this model is feasible and the best course of action for the school community.

**Section 3: Community Engagement.** The LEA must describe a strong approach to current and future plans to communicate and collaborate with all members of the school community – families, school staff, community members, and students – throughout the closure process.

**Section 4: School Options.** The LEA must provide clear options to enroll students currently enrolled in the school proposed for closure into higher-achieving schools that are within reasonable geographic proximity.

## F. Modifications and Annual Renewal

The CSDE must evaluate annually if the district is eligible to have their 1003(g) SIG application renewed. The Commissioner or his/her designee may, on the basis of such review, address with district and school leadership a lack of sufficient progress or other implementation issues at the school. If the school does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including, but not limited to, developing a revised 1003(g) SIG Plan and/or selecting an alternate reform model.

Additionally, the schools must demonstrate progress with regard to the following indicators:

- school classification/rating;
- number of minutes within the school year;
- discipline incidents;
- dropout rate;
- student attendance rate;
- student chronic absenteeism rate;
- progress on student assessments;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- teacher attendance rate.



**G. Appendices**

**APPENDIX A: ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS**

School Name: \_\_\_\_\_ District: \_\_\_\_\_

1003(g) SIG school progress is measured against the leading and lagging indicators identified in the chart below. Under the “Baseline and Historic Data” columns, please enter school data for each of the past three years. Please note that “Performance Targets” are subject to approval by the CSDE.

| Performance Indicators   | Baseline and Historic Data |         |         | Performance Targets |         |         |         |         |
|--|----------------------------|---------|---------|---------------------|---------|---------|---------|---------|
|  | 2013-14                    | 2014-15 | 2015-16 | 2016-17             | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Student enrollment   |                            |         |         |                     |         |         |         |         |
| Number of minutes in the school year   |                            |         |         |                     |         |         |         |         |
| Average daily attendance rate  |                            |         |         |                     |         |         |         |         |
| Chronic absenteeism rate   |                            |         |         |                     |         |         |         |         |
| Number of in-school suspensions  |                            |         |         |                     |         |         |         |         |
| Number of out-of-school suspensions  |                            |         |         |                     |         |         |         |         |
| Number of expulsions   |                            |         |         |                     |         |         |         |         |
| Graduation Rate (HS only)  |                            |         |         |                     |         |         |         |         |
| Dropout rate   |                            |         |         |                     |         |         |         |         |
| Number of students completing advanced coursework (e.g., AP, IB, early-college high schools, or dual enrollment classes) (HS only) |                            |         |         |                     |         |         |         |         |
| Teacher attendance rate  |                            |         |         |                     |         |         |         |         |
| Percent of teachers rated “Exemplary” as a proportion of the total numbers of teachers employed at the school                      |                            |         |         |                     |         |         |         |         |
| Percent of teachers rated “Proficient” as a proportion of the total numbers of teachers employed at the school                     |                            |         |         |                     |         |         |         |         |
| Percent of teachers rated “Developing” as a proportion of the total numbers of teachers employed at the school                     |                            |         |         |                     |         |         |         |         |
| Percent of teachers rated “Below Standard” as a proportion of the total numbers of teachers employed at the school                 |                            |         |         |                     |         |         |         |         |

## APPENDIX B: 1003(g) SIG EXCEL BUDGET WORKBOOK DIRECTIONS

**Directions:** Using the Excel budget workbook provided, please create a budget proposal outlining new costs associated with the SIG 1003(g) School Plan and leveraging all available funding sources. The budget proposal and aligned budget narrative must indicate the amount of 1003(g) SIG funds requested by the district to:

- implement the selected model (turnaround, restart, closure, early learning, whole-school reform or transformation) in each school the district commits to serve;
- conduct district-level activities designed to support implementation of the selected reform models;
- implement a full pre-implementation year during 2016-17 (optional); implement three full years of implementation; and/or implementation up to two full years of sustainment (optional); and
- support school improvement activities, at the school or district level, for schools the district commits to serve over the five-year period.

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 up to five years. A district may request funds for district-level activities that will support the implementation of school intervention models and must include not less than \$50,000 per year or more than \$2 million per year for each school the district commits to serve. Schools selecting the closure model will only be funded for one year, not to exceed \$50,000. The average award in the fourth cohort was \$391,600 per year.

The CSDE may make a 1003(g) SIG award to an LEA for **up to five years** for a particular school. The LEA may apply for **one optional planning year** for pre-implementation activities; **at least three full years of implementation** for full implementation of the selected intervention; and **up to two years for sustainability activities** related to sustaining reforms following at least three years of full intervention implementation. The LEA budget should address the entire grant period. An LEA may not receive more than five years of 1003(g) SIG funding for a particular school.

1003(g) SIG funds may not be used to supplant federal and non-federal funds, but only to supplement funding provided to 1003(g) SIG schools. In particular, a district must continue to provide all funds that would have been provided to the school in the absence of 1003(g) SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.

### Excel Workbook Instructions:

- **Budget Cover Page:** Please enter the school and district name on the cover sheet. The remaining cells summarizing the entire budget workbook will be auto-generated as you complete the SIG budget proposal. Do not enter cost information on the cover page.
- **Planning Year Budget (Optional); Year 1-3 Budgets (Required); Year 4-5 Sustainability Budgets (Optional):** Please insert information pertaining to the proposed 1003(g) SIG budget for the school for up to five years of funding (i.e., complete up to five tabs). The budget should reflect all new expenditures contained in the school plan and show the proposed funding source(s) for each new cost. Possible funding sources include, but are not limited to, the school's local operating budget, federal allocations such as Title I, Alliance District grant, Priority School District grant, and/or other grants. Please categorize

proposed expenditures by Uniform Charts of Accounts codes (see the table below). For each expenditure, provide the following information in the appropriate columns: (a) label the position/service/item; (b) provide cost information and/or a budget justification (e.g., summary of the expense, # of units, and cost per unit); (c) enter the total proposed 1003(g) SIG investment; (d) list alternate funding sources, if applicable; and (e) show the amount covered by alternate sources. The budget proposal will be evaluated for strategic alignment and anticipated impact.

Please code all expenditures in accordance with the state’s Uniform Charts of Accounts as summarized below.

| CODE: | OBJECT:  |
|-------|--|
| 100   | <b>PERSONNEL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.   |
| 200   | <b>PERSONNEL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.  |
| 300   | <b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.   |
| 400   | <b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.   |
| 500   | <b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.   |
| 600   | <b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.   |
| 700   | <b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller’s definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000,000 and the useful life of more than one year and data processing equipment that has unit price under \$1,000,000 and a useful life of not less than five years. |
| 800   | <b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.  |

### APPENDIX C: IMPLEMENTATION TIMELINE

School Name: \_\_\_\_\_ District: \_\_\_\_\_

**Directions:** Please provide a brief narrative explaining the strategies for which the LEA proposes to invest 1003(g) SIG funds to execute the school improvement plan throughout the proposed grant period. Include progress metrics in the form of S.M.A.R.T. (specific, measurable, attainable, results-oriented, time-bound) goals.

| Planning/Pre-Implementation Year (Optional) |                   |
|---|-------------------|
| Strategies:                                 | Progress Metrics: |
| 1.  |                   |
| 2.  |                   |
| 3.  |                   |
| 4.  |                   |
| 5.  |                   |

| Year 1 Implementation |                   |
|-----------------------|-------------------|
| Strategies:           | Progress Metrics: |
| 1.                    |                   |
| 2.                    |                   |
| 3.                    |                   |
| 4.                    |                   |
| 5.                    |                   |
| 6.                    |                   |
| 7.                    |                   |
| 8.                    |                   |
| 9.                    |                   |
| 10.                   |                   |

| Year 2 Implementation |                   |
|-----------------------|-------------------|
| Strategies:           | Progress Metrics: |
| 1.                    |                   |
| 2.                    |                   |
| 3.                    |                   |
| 4.                    |                   |
| 5.                    |                   |

|     |  |
|-----|--|
| 6.  |  |
| 7.  |  |
| 8.  |  |
| 9.  |  |
| 10. |  |

| Year 3 Implementation |                   |
|-----------------------|-------------------|
| Strategies:           | Progress Metrics: |
| 1.                    |                   |
| 2.                    |                   |
| 3.                    |                   |
| 4.                    |                   |
| 5.                    |                   |
| 6.                    |                   |
| 7.                    |                   |
| 8.                    |                   |
| 9.                    |                   |
| 10.                   |                   |

| Sustainability Year 1 (Optional) |                   |
|----------------------------------|-------------------|
| Strategies:                      | Progress Metrics: |
| 1.                               |                   |
| 2.                               |                   |
| 3.                               |                   |
| 4.                               |                   |
| 5.                               |                   |

| Sustainability Year 2 (Optional) |                   |
|----------------------------------|-------------------|
| Strategies:                      | Progress Metrics: |
| 1.                               |                   |
| 2.                               |                   |
| 3.                               |                   |
| 4.                               |                   |
| 5.                               |                   |





**APPENDIX D: STATEMENT OF ASSURANCES**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

**PROJECT TITLE:** 1003(g) School Improvement Grant (SIG)

**THE APPLICANT:** \_\_\_\_\_ **HEREBY ASSURES THAT:**

\_\_\_\_\_  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
  
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

(1) "Commission" means the Commission on Human Rights and Opportunities;

(2) "Contract" and “contract” include any extension or modification of the Contract or contract;

(3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;

(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

(5) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

(6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted

efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents

performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.



I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

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Name: *(typed)*

---

Title: *(typed)*

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Date:

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**APPENDIX E: EVALUATION OF EXTERNAL PARTNERS**

**School Name:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Directions:** Complete Appendix E only if the restart model or the whole-school reform model is the selected 1003(g) SIG school reform model.

**Part I: Partner Profile and Contact Information**

|  |   |
|--|---|
| <b>Organization Legal Name:</b>  | <b>Organization Street Address:</b>   |
|  |   |
| <b>CEO/President Name:</b>   | <b>CEO/President Email Address:</b>   |
|  |   |
| <b>Contact Person Name/Title:</b>  | <b>Contact Person Email Address:</b>  |
|  |   |
| <b>Type of Provider:</b>   | <b>Grade-Level Experience (Check all that apply):</b>   |
| <input type="checkbox"/> For-profit<br><input type="checkbox"/> Non-profit<br><input type="checkbox"/> Business (public or private)<br><input type="checkbox"/> Sole Proprietorship<br><input type="checkbox"/> Limited Liability Corporation<br><input type="checkbox"/> General or Limited Partnership<br><input type="checkbox"/> Community-Based Organization<br><input type="checkbox"/> Regional Educational Service Center<br><input type="checkbox"/> Institution of Higher Education<br><input type="checkbox"/> Other (specify): _____   | <input type="checkbox"/> Elementary<br><input type="checkbox"/> Middle/Junior High<br><input type="checkbox"/> High<br><br><b>Expertise with Student Populations (Check all that apply):</b><br><input type="checkbox"/> English language learners<br><input type="checkbox"/> Students with disabilities<br><input type="checkbox"/> Over-aged, under-credited students<br><input type="checkbox"/> Other (specify): _____ |
| <b>Financial/Legal Information:</b>  |   |
| <ol style="list-style-type: none"> <li>1. Please include a copy of the organization’s current certificate of commercial general liability insurance (Declaration page).</li> <li>2. Please include a statement from the insurance carrier with dates of coverage on the insurance company’s letterhead indicating that the entity has commercial general liability insurance coverage in the state of Connecticut.</li> <li>3. Please attach a copy of the document that formally acknowledges the entity’s legal status to conduct business in Connecticut. Select one form of verification submitted by the organization:</li> </ol> |   |

- Certificate of legal existence (Connecticut Secretary of State)
- Certificate of Authority (out of state applicants)
- 501C3 (non-profit organizations)

4. Please attach a copy of one of the following documents: Articles of Incorporation; Partnership Agreement; and/or Sole Proprietorship.
5. Criteria for approval: (1) positive net assets and (2) current assets exceed current liabilities. Please include the organization’s most current accrual balance sheet, such as audited financial statements or personal financial statements.
6. What total percentage of the organization’s revenue would be derived from providing services for 1003(g) SIG? \_\_\_\_\_percent.

**Part II: Partner Services**

**Description of Model and Approach**

Please describe the partner’s model and approach to school turnaround, including detailed descriptions of the services and capacity-building the organization provides to support schools in raising student performance and closing achievement gaps. Specifically, how would the organization operationalize and support work in each of the areas of talent, academics, culture and climate, and operations.



**Experience in School Turnaround**

Please describe and provide examples of the organization’s experience serving as a turnaround operator and/or managing low-performing schools, including examples of how the organization has worked collaboratively with other partners to achieve desired outcomes in schools.

Please include:

- A list of schools and/or districts that the organization has supported and data that provide evidence of the effectiveness of the interventions; please reference student achievement data.
- Provide the name and contact information for two references in a school and/or district in which the organization has operated in a similar capacity.
- Significant improvement in academic achievement for all of the groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind.
- Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind.
- High school graduation rates, where applicable, that are above the average rates in the State for the groups of students described in section 1111(b)(2)(C)(v) of the of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind.

**Staffing Model**

Please provide an overview of the organization’s staffing model and a short narrative detailing the roles of key staff involved in the proposed turnaround partnership.

**Cost Information**

Please provide an overview of the costs associated with the model/partnership, including:

- A detailed menu of services, including the intensity of services (e.g., duration and staffing) and associated costs for each service. Acceptable costs could include staffing, programs, supplies, subcontracts with vendors to provide supplemental services, operations, overhead, etc.
- What is the cost structure (e.g., per pupil, per school)? Which costs are variable versus fixed?

**Authority and Accountability**

Please describe the partner’s decision-making authority, including around staffing, scheduling, programming, and budgets. Likewise, explain the accountability structure between the partner and the district. What are the partner’s specific performance targets?

**Compliance**

Please describe the partner’s history regarding compliance issues, including in the areas of civil rights, financial management, and student safety.

## APPENDIX F: SCHOOL TURNAROUND RUBRIC/AUDIT TOOL

| TALENT   |  |   |  |  |
|--|--|---|--|--|
| Indicator  | Below Standard   | Developing  | Proficient   | Exemplary  |
| <b>1.1. Instructional Practice</b>               | Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.  | Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.  | Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.  | 100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.  |
| <b>1.2. Evaluation and Professional Culture</b>  | There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times. Instructional leaders do not provide regular feedback to staff. | There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon. | The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated at least 3 times in alignment with SEED expectations. Leaders provide feedback and hold individuals accountable for effort and results. | 100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance. |
| <b>1.3. Recruitment and Retention Strategies</b> | The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.   | The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.  | The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.   | The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.   |
| <b>1.4. Professional Development</b>             | Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.  | PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.                                    | The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.                                  | The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.   |
| <b>1.5. Leadership Effectiveness</b>             | Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting  | The mission and strategic direction are not well communicated. A school improvement plan does not   | Leadership focuses on school mission and strategic direction with staff, students, and families. The school is   | Leadership focuses on school mission and strategic direction with staff, students, and families. The school has  |

| TALENT                               |  |  |   |  |
|--------------------------------------|--|--|---|--|
| Indicator                            | Below Standard   | Developing   | Proficient  | Exemplary  |
|                                      | or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.  | consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.   | implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.   | a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.  |
| <b>1.6. Instructional Leadership</b> | Few staff can articulate a common understanding of what excellent instruction looks like. School norms and expectations are not clear. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide. | Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide. | Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide. | All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide. |

| ACADEMICS   |  |   |  |  |
|---|--|---|--|--|
| Indicator   | Below Standard   | Developing  | Proficient   | Exemplary  |
| <b>2.1. Academic Rigor*<sup>1</sup></b>             | Most observed lessons are teacher-led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.           | Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.             | Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations. | All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.               |
| <b>2.2. Student Engagement*</b>                     | Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons. | Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks. | Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.      | All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. The lessons appeal to and seem to support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction. |
| <b>2.3. Differentiation and Checking for Under-</b> | Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence  | Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some   | Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for   | Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and   |

<sup>1</sup> Ratings for the four sub-indicators marked with an asterisk (\*) should be based largely on classroom observations.

| ACADEMICS   |   |   |   |  |
|---|---|---|---|--|
| Indicator   | Below Standard  | Developing  | Proficient  | Exemplary  |
| <b>standing*</b>  | around the use of data to inform instruction and minimal efforts to check for student understanding.  | evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.   | understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.   | differentiate the learning process accordingly. Tight feedback loop between monitoring efforts and instruction.  |
| <b>2.4. Curriculum and Instruction Aligned to Common Core State Standards</b> | The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is > 10 points below the state average.   | The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of students at or above goal on state assessments is 6-10 points below the state average.   | Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of students at or above goal on state assessments is within 5 percentage points of the state average.   | Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average.   |
| <b>2.5. Support for Special Populations</b>                                   | The school is inadequately meeting the needs of its high-needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELLs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress. | The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time. | The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps. | The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments. |
| <b>2.6. Assessment Systems and Data Culture</b>                               | The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.   | The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.   | The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.  | Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.  |

| CULTURE AND CLIMATE                    |   |   |   |  |
|--|---|---|---|--|
| Indicator                              | Below Standard  | Developing  | Proficient  | Exemplary  |
| <b>3.1. School Environment</b>         | The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.   | The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.  | The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.                             | The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride. |
| <b>3.2. Student Attendance</b>         | The school has few, if any, strategies to increase attendance. Average daily attendance is $\leq 88\%$ and/or chronic absenteeism is $> 20\%$ .   | The school has some strategies to increase attendance. Average daily attendance is between $89\%$ and $93\%$ and/or chronic absenteeism is between $16\%$ and $20\%$ .  | The school has multiple, effective strategies to increase attendance. Average daily attendance is between $94\%$ and $97\%$ and/or chronic absenteeism is between $11\%$ and $15\%$ .   | The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is $> 97\%$ and chronic absenteeism is $\leq 10\%$ .   |
| <b>3.3. Student Behavior</b>           | A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than $20\%$ (total # yearly incidents/total enrollment). | A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between $15\%$ and $20\%$ . | A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between $10\%$ and $14\%$ . | A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is $< 10\%$ .                  |
| <b>3.4. Interpersonal Interactions</b> | There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when   | There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and  | There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and  | There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in   |

| CULTURE AND CLIMATE                                    |   |   |   |   |
|--|---|---|---|---|
| Indicator  | Below Standard  | Developing  | Proficient  | Exemplary   |
|  | students are off task.  | staff.  | staff. Most staff seem invested in their students.  | the well-being and development of students.   |
| <b>3.5. Family and Community Engagement</b>            | The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.                                | The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress. | The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families. | The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis. |
| <b>3.6. Community Partners and Wraparound Strategy</b> | The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school. | The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.   | The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.   | The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.  |

| OPERATIONS                              |  |  |  |  |
|---|--|--|--|--|
| Indicator                               | Below Standard   | Developing   | Proficient   | Exemplary  |
| <b>4.1. Adequate Instructional Time</b> | There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes $\leq 5$ hours of instruction per day, and $\leq 60$ minutes of ELA time. <sup>2</sup> | Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes $> 5$ and $\leq 5.5$ hours of instruction per day, and $> 60$ and $\leq 90$ minutes of ELA time.          | The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes $> 5.5$ and $\leq 6$ hours of instruction per day, and $> 90$ and $\leq 120$ minutes of ELA time.                      | The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes $> 6$ hours of instruction per day, and $> 120$ minutes of ELA time.   |
| <b>4.2. Use of Instructional Time*</b>  | Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.   | Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time. | Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time. | Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task. |

<sup>2</sup> The total amount of ELA instructional time per day at the secondary level can include reading- and/or writing-intensive coursework.

**Note:** The rubrics draw from the CSDE's School Quality Review and Network Walkthrough Tool, and Mass Insight Education's School Readiness Assessment.

| OPERATIONS                           |  |  |  |  |
|--------------------------------------|--|--|--|--|
| Indicator                            | Below Standard   | Developing   | Proficient   | Exemplary  |
| <b>4.3. Use of Staff Time</b>        | Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.  | Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).               | All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.  | All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.   |
| <b>4.4. Routines and Transitions</b> | The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-direction.                            | The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is minimal and redirection of misbehavior is lacking.  | The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.   | The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.  |
| <b>4.5. Financial Management</b>     | The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs. | Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources. | The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/district leaders effectively advocate for school needs and pursue additional resources. | The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources. |



### APPENDIX G: FY15 AND FY16 1003(g) SCHOOL IMPROVEMENT GRANT LEA APPLICATION RUBRIC

1003(g) SIG applications will be evaluated using the criteria shown below. Each Section of the application will be rated from 0 to 3 points. Sections of the 1003(g) SIG applications are weighted differently. Each section will be scored from 0 to 3 and multiplied by the weight factor indicated below. Plans can receive up to 96 possible points. 1003(g) SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.

| Application Components  |   |         |          |   |                  |                |                       |
|---|---|---------|----------|---|------------------|----------------|-----------------------|
| The LEA has included all required components of the 1003(g) School Improvement Grant (SIG) application, and the school's plan incorporates all requirements of the selected 1003(g) school model. Should the school score 0 points on either of the two indicators, the application will not be considered for award.   |   |         |          |   |                  |                |                       |
| Indicator   | 0 Points  | 1 Point | 2 Points | 3 Points  | Indicator Score: | Weight Factor: | Points Per Indicator: |
| Items submitted include: Application cover page, Part I: LEA Strategy (maximum of 10 pages), Part II: School Plan (maximum of 20 pages); School Closure Application, if applicable (maximum of 5 pages); Excel Budget Workbook; Flexible Work Rules; Appendix A: Metrics and Performance Targets; Appendix C: Implementation Timeline; Appendix D: Statement of Assurances; and, Appendix E: External Evaluation of Partners Form (if applicable). If the School Closure Model is selected, the LEA must submit only the Application Cover Page and the School Closure Application. | The LEA has not included all ten components of the application. Part I, Part II and/or the School Closure Application exceed the maximum number of allowable pages. The cover page and/or Statement of Assurances do not include required signatures. |         |          | The LEA has included all ten components of the application. Part I, Part II and/or the School Closure Application do not exceed the maximum number of allowable pages. The cover page and/or Statement of Assurances include required signatures. |                  | 1              |                       |
| The LEA has proposed a school plan and LEA capacity and structure that will lead to successful implementation of all interventions required by the selected 1003(g) SIG school reform model. Refer to pages 3-7 of the School Improvement Grant 1003(g) Application for the required elements.  | The LEA application does not describe how the LEA will implement all required elements of the selected school model.  |         |          | The LEA application describes how the LEA will implement all required elements of the selected school model.  |                  | 1              |                       |
| <b>Total Points for Application Components</b>  |   |         |          |   |                  |                |                       |
| Part I: LEA Strategy  |   |         |          |   |                  |                |                       |
| The LEA must describe its strategy and structure to support school turnaround efforts at the district level. Specifically, the LEA must describe central office capacity to support low-performing schools, conditions that will enable   |   |         |          |   |                  |                |                       |

| bold reform, ongoing monitoring and accountability structures, and a sustainable and thoughtful financial resourcing strategy.  |  |  |   |   |                  |                |                       |
|---|--|--|---|---|------------------|----------------|-----------------------|
| Indicator   | 0 Points   | 1 Point  | 2 Points  | 3 Points  | Indicator Score: | Weight Factor: | Points Per Indicator: |
| <p><b>Section 1. LEA Capacity and Organizational Structure.</b> The LEA must demonstrate that it has the readiness, capacity, and an intentional organizational structure to support turnaround efforts in its lowest-performing schools, including a description of its strategy pertaining to school turnaround, an overview of its capacity and staffing structure, and the technical assistance and supports it will provide. If restart of whole-school models are selected, the LEA must complete Appendix E.</p> | <p>The LEA describes an approach to school turnaround that lacks meaningful detail, raises concerns about the LEA's understanding of issues related to school turnaround and/or has not related school turnaround to student outcomes. The LEA application vaguely indicates that the LEA has capacity by identifying staff at both the LEA and school levels responsible for implementing the selected interventions but does not describe how specific expertise or experiences will enable them to implement interventions or how they will provide support and technical assistance. The LEA fails to describe both organizational strengths and organizational weaknesses and provides little to no evidence that it has the necessary capacity to implement selected interventions. The LEA fails to identify external partners, if applicable, or does not complete Appendix E.</p> | <p>The LEA describes a general approach to school turnaround that is not related to student outcomes and requires additional information in order to be considered reasonably comprehensive and transformative. The LEA indicates it has some capacity by identifying staff at both the LEA and school levels who will be responsible for implementing the selected interventions but does not adequately describe how their expertise and experiences will enable them to successfully implement interventions or how they will provide support and technical assistance. The LEA describes its organizational strengths and weaknesses. The LEA addresses some of the organizational weaknesses but does so in ways that do not appear to be sufficient to successfully implement interventions. The LEA identifies external partners, if applicable, but does not describe how it determined that the partners meet requirements.</p> | <p>The LEA describes a theory of action, strategy or approach to school turnaround that is realistic and is related to student outcomes. The LEA application indicates the LEA has sufficient capacity by identifying staff at both the LEA and school levels who will be responsible for implementing the selected interventions and generally describes how their expertise and experiences will enable them to successfully implement interventions and provide support and technical assistance. The LEA describes its organizational strengths and weaknesses. The LEA addresses most of the organizational weaknesses in ways that demonstrate successful implementation of interventions is possible. The LEA has identified external partners, if applicable, and has described a review process to ensure the external partners meet the requirements and demonstrate long-term commitment to school reform.</p> | <p>The LEA describes a strong, clear, and compelling theory of action, strategy or approach to school turnaround that describes a specific, rigorous criteria related to student outcomes. The LEA clearly indicates it has sufficient capacity to support turnaround by identifying staff at both the LEA and school levels who will be responsible for implementing the selected interventions, by indicating specific supports and technical assistance each will provide, and by providing specific evidence about how their expertise and experiences will enable them to successfully implement the selected interventions. The LEA has clearly described its organizational strengths and weaknesses and has demonstrated it has the organizational capacity to implement the selected interventions. The LEA describes how it will address weaknesses so they will not hinder successful implementation. The LEA has identified external partners, if applicable, and has described a rigorous review process to ensure the external partners meet the requirements and demonstrates long-term commitment to school reform.</p> |                  |                | 3                     |
| <p><b>Section 2. Conditions for Success.</b> The LEA must describe optimal conditions and policies and practices it will implement to enable school reform and site-based flexibility. The LEA must also submit a copy of its flexible work rules or other labor-management documentation.</p>  | <p>The LEA provides a summary of how schools will receive additional autonomy but limits the areas of autonomy to one of staffing, scheduling/calendaring, budgeting, or programming. The LEA provides a general summary of the accountability it will add as a result of the additional autonomy. The LEA provides little or no information to show that the school will be given any operational flexibility to implement the selected 1003(g) reform model. The LEA failed to submit flexible work</p>  | <p>The LEA provides a general summary of how schools will receive additional autonomy but does not include one or more of the areas of staffing, scheduling/calendaring, budgeting, and programming. The LEA provides a general summary of the accountability it will add as a result of the additional autonomy. The LEA submitted flexible work rules documentation which indicates teacher/union buy-in to the selected 1003(g) school model. The LEA provides a summary of the changes</p>   | <p>The LEA provides a general summary of how schools will receive additional autonomy in the areas of staffing, scheduling/calendaring, budgeting, and programming. The LEA provides a general summary of the accountability it will add as a result of the additional autonomy. The LEA provides a general summary of the changes that will take place to allow for more operational flexibility at the school level, but some details are lacking that demonstrate how or when the change will occur.</p>   | <p>The LEA provides a detailed description of how schools will receive additional autonomy in the areas of staffing, scheduling/calendaring, budgeting, and programming. The LEA describes in detail the additional accountability it will add as a result of the additional autonomy. The LEA provides a detailed description of all changes it will make to allow operational flexibility at the school level and specifically indicates the changes in practice and procedures to allow this flexibility to</p>  |                  |                | 3                     |

|   |  |  |  |   |  |   |
|---|--|--|--|---|--|---|
|   | rules documentation, or the documentation indicate flexibility required for successful implementation of the selected 1003(g) school model.  | that could take place to allow for more operational flexibility at the school level but changes are inadequately explained.  | The LEA submitted flexible work rules documentation which indicates teacher/union buy-in to the selected 1003(g) school model.   | take place.<br>The LEA submitted flexible work rules documentation which indicates teacher/union buy-in for the 3 to 5 years of the selected 1003(g) school model.  |  |   |
| <b>Section 3. Accountability and Monitoring.</b> The LEA must describe tools and processes it will implement to create shared accountability for results at the school and district levels, including systems, tools, and processes to monitor the fidelity of the plan implementation, leading and lagging performance indicators; and, how the school and district use data to drive ongoing decision-making. The LEA must identify annual performance goals and submit them on Appendix A. | The LEA provides little to no evidence that specific, multiple measures have been selected or will be used consistently throughout the 1003(g) grant period to evaluate annual goals and/or leading indicators and to make adjustments to selected interventions. Evaluation measures will not be administered three times per school year.<br>The LEA has not completed Appendix A, or annual performance goals are not realistic and do not meet CSDE expectations.                                | The LEA describes steps it will take to measure progress on annual achievement goals, intervention goals, and leading indicators, but the process does not appear to be systematic and/or may not include evaluation of annual achievement goals, intervention goals or leading indicators. The LEA describes a process for making adjustments to the selected interventions if the school is not on track to meet its goals. The LEA provides general information regarding evaluation measures to be used, which lacks multiple details regarding the timeline for administration, the person(s) responsible, and the specific ways the school will use data to inform decision-making through a system of shared accountability. Evaluation measures will be administered at least three times per school year. The LEA has completed Appendix A with some annual performance goals which are not realistic and/or do not meet CSDE expectations. | The LEA describes a general systematic process for how it will measure progress on annual achievement goals, intervention goals, and leading indicators, and describes a systematic process for making adjustments to the selected interventions if the school is not on track to meet its goals. The LEA provides general information regarding evaluation measures to be used which may lack details regarding the timeline for administration, the person(s) responsible, and the specific ways the school will use data to inform decision-making through a system of shared accountability. Evaluation measures will be administered at least three times per school year. The LEA has completed Appendix A with realistic annual performance goals which meet CSDE expectations. | The LEA describes a detailed, systematic process for how it will measure progress on annual achievement goals, intervention goals, and leading indicators, and describes a systematic process for making adjustments to the selected interventions if the school is not on track to meet its goals. The LEA has clearly identified the multiple evaluation measures to be used, the timeline for administration, the person(s) responsible, and the specific ways the school will use data to inform decision-making through a system of shared accountability. Evaluation measures will be administered at least three times per school year. The LEA has completed Appendix A with realistic annual performance goals which meet CSDE expectations. |  | 2 |
| <b>Section 4. Budget and Budget Narrative.</b> The LEA must commit to thoughtful and strategic resourcing, including investments in high-yield activities. The LEA must describe major expenditures and ensure that 1003(g) SIG funds supplement, not supplant, all state and local funds it would have received in the absence of 1003(g) SIG funds. The LEA must submit the completed Excel budget worksheet, with a three to five year budget proposal. Funding requests must be at least  | The LEA provides a description of expenditures associated with the selected 1003(g) school model which raises substantial concerns about the LEA's understanding of, or ability to, implement the selected 1003(g) school model.<br>The LEA provides little to no evidence to demonstrate its ability to implement the selected 1003(g) school reform model without supplanting state and local funds it would receive in the absence of the 1003(g) SIG funding.<br>The LEA has completed the Excel | The LEA provides a limited description of major expenditures associated with the selected 1003(g) school model which does not clearly explain expected return on investment or impact on student achievement. The LEA's response requires additional information in order to fully demonstrate its ability to implement the selected 1003(g) school reform model without supplanting state and local funds it would receive in the absence of the 1003(g) SIG funding. The LEA has completed the Excel budget worksheet, submitting a 3-5  | The LEA provides a general summary description of major expenditures associated with the selected 1003(g) school model along with expected return on investment and impact on student achievement, giving a clear and realistic rationale for expenditures. The LEA demonstrates its ability to implement the selected 1003(g) school reform model without supplanting state and local funds it would receive in the absence of the 1003(g) SIG funding. The LEA has completed the Excel   | The LEA provides a detailed description of each major expenditure associated with the selected 1003(g) school model along with expected return on investment and impact on student achievement, giving a clear and compelling rationale for expenditures. The LEA demonstrates the readiness of the LEA to successfully implement the selected 1003(g) school reform model without supplanting state and local funds it would receive in the absence of the 1003(g) SIG funding. The LEA has completed the Excel  |  | 2 |

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| \$50,000 per year and not to exceed \$2,000,000 per year, with requests proportional to proposed activities.  | budget worksheet, submitting a 3-5 year 1003(g), school-based budget proposal but does not adhere to 1003(g) SIG annual requirements of at least \$50,000 per year. Expenditures do not align to the school plan. The description of each expenditure is limited naming the expenditure. | year 1003(g), school-based budget proposal with at least \$50,000 per year and is proportional to proposed activities. It is difficult to determine how some expenditures align to the school plan. The description of each expenditure is limited to simply naming the expenditure.  | budget worksheet, submitting a 3-5 year 1003(g), school-based budget proposal with at least \$50,000 per year and is proportional to proposed activities. The budget is reasonable. For each expenditure, a description is provided which aligns to the school plan and includes minimally a summary of each expense, costs per unit, and number of units. | budget worksheet, submitting a 3-5 year 1003(g), school-based budget proposal with at least \$50,000 per year and is proportional to proposed activities. The budget is reasonable. For each expenditure, a detailed description is provided which clearly aligns to the school plan and includes minimally a summary of each expense, costs per unit, and number of units. |  |   |  |
| <b>Section 5. Reform Sustainability.</b> The LEA must commit to efforts to promote sustainability beyond the 1003(g) SIG grant period by providing evidence that the LEA is thinking proactively about how to sustain reform activities, including by braiding together multiple funding streams. | The LEA provides a limited description of how the LEA will sustain the reforms and raises substantial concerns about the LEA's understanding of the LEA requirement to sustain reforms beyond the grant period.  | The LEA describes a general description of how the LEA will sustain reforms which is lacks sufficient detail to be considered reasonable to sustain reform efforts. The LEA does not describe how it will use local and state resources to support the sustainability plan and/or does not describe how identified needs will continue to be monitored and supported. | The LEA describes an adequate process for sustaining the reforms which needs only minor changes to successfully sustain reform efforts. The process includes how state and local resources will be aligned to support the sustainability plan and a description of how identified needs will continue to be monitored and supported.                       | The LEA describes a detailed, comprehensive process for sustaining the reforms, including how state and local resources will be aligned to support the sustainability plan and a detailed description of how needs identified in the needs analysis will continue to be monitored and supported.  |  | 1 |  |

**Total Points for Part I: LEA Strategy**

**Part II: School Plan**

The LEA must provide a comprehensive and bold plan to improve student achievement which first identifies school needs and opportunities to select an appropriate school reform model and then articulates strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all the requirements under the selected reform model.

| Indicator  | 0 Points  | 1 Point   | 2 Points  | 3 Points   | Indicator Score: | Weight Factor: | Points Per Indicator: |
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| <b>Section 1. Needs Analysis.</b> The LEA must describe the needs analysis informed by the school audit, referencing the School Turnaround Rubric, and summarizing the school's strengths and needs based on a root cause analysis. The LEA must describe the process used to complete the needs analysis, including how family and community stakeholders were engaged in the process and how the specific needs of family and community were identified. | A needs analysis was not conducted for the school, or the needs analysis did not reference the School Turnaround Rubric. The LEA provided limited or no information on the process used to assess the school, including instruments used and stakeholder participants. The needs analysis did not clearly identify the needs of families and the community and/or did not adequately consider family and community input. | The LEA conducted a needs analysis using the School Turnaround Rubric that identifies school needs but does not relate these needs to deficiencies in student achievement or does not address root causes for the deficiencies. The summary of school strengths and growth areas is limited to a list without specific explanation. The LEA provides a general overview of the process used to conduct the needs analysis which does not sufficiently describe a process for analyzing assessment findings. The LEA provides only a list of stakeholder participants involved in the process without sufficiently describing how family and community members participated in the needs analysis. The needs analysis does not clearly | The LEA conducted a rigorous needs analysis using the School Turnaround Rubric. The needs analysis evaluates strengths and deficiencies in student achievement to identify clear needs and implies a general connection between how the identified need will result in increased student achievement. The LEA has identified a root cause for each deficiency which is limited in scope or only describes symptoms of the problem without identifying all possible causal effects. The LEA provided an overview of the processes used to assess the school, providing a list of stakeholder participants along with the role each served and the number, agenda topics, and dates of meetings held to | The LEA conducted a rigorous needs analysis that evaluates the strengths and deficiencies in student achievement. The needs analysis identifies clear strengths and needs and describes a clear, logical connection between how addressing the identified needs will result in increased student achievement. The LEA identifies the root cause for each deficiency and defines the problem, provides evidence of the problem from the school data and audit, and identifies all possible causal factors. The LEA provides an overview of a specific and effective needs analysis process and describes a range of perspectives from all LEA, school, family, and community stakeholders. The LEA provides the list of |                  | 2              |                       |

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|  |  | identify the specific needs of families and the community.   | conduct the needs analysis.   | stakeholder participants, the role each serves and the number and dates of meetings held to conduct the needs analysis. The needs analysis clearly identifies the needs of families and the community.   |  |   |
| <b>Section 2. Reform Model and Rationale.</b> The LEA must select one of the approved 1003(g) SIG school reform models, providing an explanation for the selection based on the school's needs and explaining why the other models are not feasible. The LEA must also provide the school year in which each phase (planning, implementation, and sustainability) will occur.  | The LEA has not selected one of the allowable 1003(g) SIG school reform models, or the LEA has not included a rationale for selection of the school model. The rationale for selection is not aligned to the school's needs. The LEA does not provide an explanation for why other models are not feasible. The LEA has not provided a timeline for implementation of each phase.  | The rationale for selection of the school model provides minimal evidence for its selection based on the findings from the needs analysis. The rationale for why other school models are not feasible minimally explains why other models are not feasible, and doesn't provide evidence from data and/or findings from the needs analysis. A timeline for each phase is provided.   | The rationale is clear, concise, and aligns to specific findings from the needs analysis. The rationale for not selecting other school models is also clear, concise, and aligns to specific findings from the needs analysis. A timeline for each phase is provided.   | The rationale provided for selection of a 1003(g) SIG school reform model is clear, concise, aligned to the needs analysis. The LEA's explanation for the selection includes the ways in which the model will address improvement of the root causes for deficiencies and describes, in the same way, why the other school models are not feasible. A timeline for each phase is provided.   |  | 3 |
| <b>Section 3. Overarching S.M.A.R.T. Goals.</b> The LEA must develop three S.M.A.R.T. goals aligned to specific deficiencies uncovered by the needs analysis and aligned to performance targets in Appendix A. S.M.A.R.T. goals must include each of the following required elements: specific, measurable, attainable, results-oriented and time-bound.   | S.M.A.R.T. goals are missing multiple elements (specific, measurable, attainable, results-oriented, and time-bound) and/or are not aligned to specific deficiencies in student achievement in math and reading uncovered in the needs analysis and to performance targets in Appendix A.   | S.M.A.R.T. goals are minimally aligned to specific deficiencies uncovered in the needs analysis and to performance targets in Appendix A. S.M.A.R.T. goals may be missing two of the required elements (specific, measurable, attainable, results-oriented, and time-bound).   | S.M.A.R.T. goals are aligned to specific deficiencies in math and reading uncovered in the needs analysis and are aligned to performance targets in Appendix A but are missing one of the required elements (specific, measurable, attainable, results-oriented, and time-bound).   | S.M.A.R.T. goals are aligned to specific deficiencies in student achievement in math and reading uncovered in the needs analysis and are aligned to performance targets in Appendix A. S.M.A.R.T. goals focus on improvement of specific root causes of deficiencies. The S.M.A.R.T. goals include all the required elements (specific, measurable, attainable, results-oriented, and time-bound).   |  | 1 |
| <b>Section 4. Talent.</b> The LEA must describe the systems and strategies it will put in place to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff, including how it will cultivate a professional learning community to do so, how administrators will have the ability to staff the school based on school needs, how teachers and administrators will be evaluated, and the process for securing an exceptional school principal with a track record of success. | Strategies for recruitment and retention do not correspond with strategies known to be effective. The LEA does not provide a plan that documents how authority is granted to the school to make operational decisions, or the decisions it allows are not significant. The LEA describes an evaluation system for principals and teachers but does not describe how the system will inform professional development and staffing decisions. The LEA does not describe a process for securing a replacement principal or describes a process which may result in hiring a principal with an ineffective track record. | Recruitment and retention of staff includes at least one strategy known to be effective, for example; providing quality professional development; providing support for data analysis and teacher collaboration to improve teaching and learning; implementing policies and practices to address student conduct and attendance issues; providing facilities and resources to deliver quality instruction; or, offering opportunities for teacher leadership. The LEA provides a document or plan that indicates some authority will be granted to the school to make operational decisions, but does not include staffing. Evaluation systems for principals and teachers are | Recruitment and retention of staff includes at least two strategies known to be effective, for example; providing quality professional development; providing support for data analysis and teacher collaboration to improve teaching and learning; implementing policies and practices to address student conduct and attendance issues; providing facilities and resources to deliver quality instruction; or, offering opportunities for teacher leadership. The LEA provides a document or plan that indicates areas it will grant minor operational decisions to the school, including staffing. Evaluation systems for principals and teachers will follow best practices but | Recruitment and retention of staff includes at least three strategies known to be effective, for example; providing quality professional development; providing support for data analysis and teacher collaboration to improve teaching and learning; implementing policies and practices to address student conduct and attendance issues; providing facilities and resources to deliver quality instruction; or, offering opportunities for teacher leadership. The LEA provides a comprehensive document or plan that indicates areas it will grant operational decisions to the school, including staffing. Evaluation systems for principals and teachers follow best practices and |  | 3 |

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|  |   | <p>described but do not follow best practices. The LEA provides some evidence that evaluations will inform either professional development or staffing, but not both.</p> <p>The LEA describes a process to secure a principal which may result in hiring a principal with an ineffective track record.</p>   | <p>are limited to required assessments only. The LEA provides some evidence that evaluations will inform professional development and staffing decisions.</p> <p>The LEA describes a process to secure a principal but without a proven track record.</p>  | <p>include multiple assessments methods and the opportunity for teacher and principal involvement. The LEA describes professional learning for principals to calibrate assessments and feedback. School leaders and teachers, will use feedback from evaluations to inform professional development.</p> <p>The LEA describes the process to secure a principal with a proven track record; or, the LEA can demonstrate that the principal was replaced within the last two years as a part of a broader reform effort. The process explains how the new principal will be selected who has experience and skills needed to implement the selected 1003(g) school reform model.</p>  |  |   |  |
| <p><b>Section 5. Academics.</b> The LEA must describe the design and implementation of a rigorous, aligned, and engaging academic program, including alignment to the Common Core, implementation of evidence-based strategies in accordance with the 1003(g) SIG model, the early literacy strategy (if applicable), protocols for data analysis, and ongoing professional development opportunities to build staff capacity.</p> | <p>The LEA's description of the proposed school academic program is not complete, failing to describe alignment to state standards or does not describe the instructional philosophy to support the academic program.</p> <p>The LEA does not include a plan for implementation of selected 1003(g) interventions or the proposed plan does not include required 1003(g) interventions.</p> <p>The LEA does not describe an early literacy strategy even though the school enrolls students in grades K-3, if applicable.</p> <p>The LEA does not describe how staff will use data to inform instruction and differentiation to meet the needs of all students.</p> <p>The LEA provides no evidence of a professional development plan focused on building staff capacity to collect, analyze and use data to inform instruction.</p> | <p>The LEA provides a limited explanation of the proposed school academic program and instructional philosophy governing the selection of the program that leaves the reviewer asking multiple questions about intent of the program.</p> <p>The LEA describes a general plan for implementing the selected 1003(g) SIG interventions, but does not include clearly defined roles/responsibilities for implementation of the interventions and/or alignment to the proposed timeline. The LEA's plan does not describe how the interventions will result in the school meeting performance targets identified in Appendix A.</p> <p>If applicable, the LEA provides a general description of the school's proposed early literacy strategy but does not describe interventions that will result in the school meeting performance targets identified in Appendix A. The LEA rarely provides regular structured time (e.g. quarterly) for teachers to collaborate and analyze student data to inform</p> | <p>The LEA provides a sufficient explanation of the proposed school academic program and instructional philosophy governing the selection of the academic program, including assurances that it aligns to state standards.</p> <p>The LEA describes a general plan for implementing the selected 1003(g) SIG interventions, including clearly defined roles/responsibilities for implementation of the interventions, alignment to the proposed timeline, and how the selected interventions will result in the school meeting performance targets identified in Appendix A.</p> <p>If applicable, the LEA provides a general description of the school's proposed early literacy strategy which includes interventions which will result in the school meeting performance targets identified in Appendix A.</p> <p>The LEA provides regular structured time (e.g. monthly) for teachers to collaborate and analyze student data to inform instruction and differentiation to meet academic</p> | <p>The LEA provides a detailed explanation of the proposed school academic program and instructional philosophy that governs the selection of the program, including how it aligns to state standards.</p> <p>The LEA describes a cohesive, detailed plan for implementing the selected 1003(g) SIG interventions, including clearly defined roles/responsibilities for implementation of the interventions, alignment to the proposed timeline, and description of how the selected interventions will result in the school meeting performance targets identified in Appendix A.</p> <p>If applicable, the LEA provides a clear, concise description of the school's proposed early literacy strategy which includes interventions which will result in the school meeting performance targets identified in Appendix A.</p> <p>The LEA provides frequent, structured time (e.g. weekly) for teachers to collaborate and analyze student data to inform instruction and differentiation to meet academic</p> |  | 3 |  |

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|  |  | <p>instruction and differentiation to meet academic needs of all students and provides multiple assessments and data points for use by teachers in alignment of the instruction.</p> <p>The LEA provides unclear evidence of a well thought out professional development plan. Professional development activities are not of sufficient size and scope to effect real, lasting change in instructional practice. The professional development plan lacks detail.</p>   | <p>needs of all students and provides multiple assessments and data points for use by teachers in alignment of the instruction.</p> <p>The LEA describes a general description of professional development which includes specific job-embedded learning opportunities focused on building staff capacity to collect, analyze and use data to drive instruction and differentiation but may not include details such as presenters/facilitators, number of sessions, participants, and follow-up coaching and observation.</p>   | <p>needs of all students and provides multiple assessments and data points for use by teachers in alignment of the instruction.</p> <p>The LEA describes a detailed professional development plan, including specific job-embedded learning opportunities focused on building staff capacity to collect, analyze and use data to drive instruction and differentiation; topics covered; number of sessions; participants; facilitators/presenter; and follow-up coaching and observation to ensure implementation.</p>  |  |   |  |
| <p><b>Section 6. Culture and Climate.</b> The LEA must describe how it will foster a positive learning environment that supports teaching and learning and engages families and community as partners. The LEA must include a description of the school's behavior management system and a description of how the school will promote strong family and community connections to support academic achievement.</p> | <p>The LEA provides a description of the school's behavior management plan which focuses on actions it will take for negative student behaviors. The plan lacks details regarding health and social services to be provided for students and families.</p> <p>The LEA provides an unclear description of family and community engagement activities.</p> | <p>The LEA provides a limited description of the school's behavior management plan to foster a positive learning environment which lacks details regarding health and social services to be provided to students.</p> <p>The LEA and school are investigating community-oriented services and supports for students and families.</p> <p>The LEA provides a description of limited types of family and community engagement activities which may or may not include collaboration with some external organizations and community partners to provide sustainable services and space to support needs of students (e.g. dental, medical, and behavioral, etc.)</p> | <p>The LEA provides a general description of the school's behavior management plan to foster a positive learning environment and details regarding the health and social services to be provided to students. The LEA and school have adopted and are in the process of implementing community-oriented services and supports for students and families. The LEA describes a general plan for family and community engagement, including general plans for family and community engagement and collaboration with some external organizations and community partners to provide sustainable services and space to support needs of students (e.g., dental, medical, behavioral, etc.).</p> | <p>The LEA provides a specific behavior management plan to foster a positive learning environment and provides details regarding the health and social services to be provided to students.</p> <p>The LEA and school have adopted and implemented community-oriented services and supports for students and families.</p> <p>The LEA describes a detailed and clear family and community engagement plan, including plans for ongoing and consistent family and community engagement, and collaboration with several external organizations and community partners to provide sustainable services and space to support needs of students (e.g., dental, medical, behavioral, etc.).</p> |  | 3 |  |
| <p><b>Section 7. Operations.</b> The LEA must describe how it proposes the change the length of the school day and/or year for students including how the new schedule will maximize instructional time on task. The LEA must also propose the length of the school day and/or year for staff, including additional time before and during the school year for professional development</p>                        | <p>The LEA provides little to no evidence of its plans to extend learning time for students in the school.</p> <p>The LEA provides little to no evidence of its plans to include time before or during the school year for professional development and/or common planning time.</p>   | <p>The LEA provides limited information about plans to extend learning time for students and how extending learning time will maximize instructional time on task. No specific information is provided regarding the actual number of minutes to be added during the school year and/or the students to be included is limited to those with the greatest needs for intervention.</p> <p>The LEA provides a description</p>   | <p>The LEA provides general information about plans to extend learning time for students and how extending learning time will maximize instructional time on task for all students. The plan lacks one or two of the following: number of minutes of instruction to be added, the programs to be offered, the students to be included, and the manner in which the school day/year will be extended.</p> <p>The LEA provides a general description</p>   | <p>The LEA provides clear description and detailed information regarding how its extended learning time will maximize instruction for all students, including the number of minutes of instruction to be added during the school year, the programs to be offered, the students to be included, and the manner in which the school day/year will be extended. The LEA provides a clear description and detailed information regarding how it will</p>   |  | 2 |  |

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| and/or common planning time.  |  | regarding how it will include time before and during the school year for professional development and/or common planning time but does not describe how it will add additional time.   | regarding how it will include additional time before and during the school year for professional development and/or common planning time.  | include additional time before and during the school year for professional development and/or common planning time.   |  |  |  |
| <b>Section 8. Stakeholder Engagement.</b> The LEA must describe how stakeholders will be engaged throughout the planning process, in the selection of the 1003(g) SIG model, and throughout the implementation and sustainability years.  | The LEA fails to identify any stakeholders with whom the LEA consulted concerning the application and selection of 1003(g) school reform model. The LEA fails to describe how the stakeholders were and will be consulted with during implementation of the school reform model.   | The LEA identifies a limited number stakeholders with whom the LEA consulted concerning the application and the selection of the proposed 1003(g) SIG school reform model. It appears that the LEA did not make a deliberate attempt to include all key stakeholders (e.g., representatives from LEA, school administration and teachers, families, students, community partners, etc.). The LEA provided a limited description of how the stakeholders were and will be consulted throughout the implementation of the school reform model, or the LEA limited its description to how the stakeholders were consulted with during the application and selection of the school reform model only | The LEA identifies stakeholders with whom the LEA consulted concerning the application and the selection of the proposed 1003(g) SIG school reform model, but it is not clear if all the stakeholders were relevant and key stakeholders (e.g., representatives from LEA, school administration and teachers, families, students, community partners, etc.). The LEA provided a general description of how the stakeholders were and will be consulted with throughout implementation of the school reform model.  | The LEA identifies key stakeholders (e.g., representatives from LEA, school administration and teachers, families, students, community partners, etc.) with whom the LEA consulted concerning the application and the selection of the proposed 1003(g) SIG school reform model. The LEA provided a detailed description of how the stakeholders were and will be consulted with throughout implementation of the school reform model, including the role each stakeholder will play.   |  |  |  |
| Section 9. Implementation Timeline. Using Appendix C of the application, the LEA must summarize key strategies it will implement, identify the years in which the strategies will be implemented, and identify progress metrics the LEA and school will use to monitor implementation of proposed strategies. | The LEA provides a timeline which simply lists strategies it will use during planning (if applicable), implementation (required), and sustainability (if applicable) but does not provide a narrative description or purpose of the strategy. The LEA provides a list of assessment tools it will use to monitor progress. | The LEA provides a timeline delineating each strategy the LEA will use in planning (if applicable), implementation (required), and sustainability (if applicable) of the selected 1003(g) school reform model, but the narrative describing each strategy is limited and lacks clarity of the purpose of the selected strategy as it relates to overall school improvement goals. The LEA provides progress metrics it will use to monitor progress toward implementation of the selected strategies which are not written in S.M.A.R.T. (specific, measurable, attainable, results-oriented, and time-bound) goals format.  | The LEA provides a timeline delineating each strategy the LEA will use in the planning (if applicable), implementation (required), and sustainability (if applicable) of the selected 1003(g) school reform model, but the narrative describing each strategy is general, lacking some clarity of the purpose of the selected strategy as it relates to overall school improvement goals. The LEA provides progress metrics it will use to monitor progress toward implementation of the selected strategies, but some of the metrics are not written in S.M.A.R.T. (specific, measurable, attainable, results-oriented, and time-bound) goals format. | The LEA provides a detailed timeline delineating each strategy the LEA will use in planning (if applicable), implementation (required), and sustainability (if applicable) of the selected 1003(g) school reform model, including a brief narrative describing each strategy and the purpose of the strategy as it relates to overall school improvement goals. The LEA provides progress metrics it will use to monitor progress toward implementation of the selected strategies which are written in S.M.A.R.T. (specific, measurable, attainable, results-oriented, and time-bound) goals format. |  |  |  |
| <b>Total Points for Part II: School Plan</b>  |  |  |  |   |  |  |  |
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**School Closure Application (If Applicable)**

Should the LEA select School Closure as a reform model, the LEA must demonstrate organizational capacity to coordinate school closure and must provide a strong rationale for why school closure best fits the needs of the school community. The LEA must also provide evidence of communication it will provide to families and school community members throughout the school closure process and must also explain options to enroll current students in higher-achieving schools within a reasonable geographic proximity. If the LEA selects the School Closure model, it need not complete the Part I: LEA Strategy and the Part II: School plan sections of the 1003(g) SIG application.

| Indicator  | 0 Points  | 1 Point  | 2 Points  | 3 Points  | Indicator Score: | Weight Factor: | Points Per Indicator: |
|--|---|--|---|---|------------------|----------------|-----------------------|
| <p><b>Section 1. Organizational Capacity.</b> The LEA must identify senior leadership responsible for overseeing and coordinating the school's closure and how they will provide effective and seamless implementation of the closure model. The LEA must also describe the process and timeline for the school closure.</p> | <p>The LEA provides little to no evidence of a detailed, specific school closure plan and/or the role senior leadership responsible for coordinating the school closure will play.</p>  | <p>The LEA identifies staff at the senior leadership level who will be responsible for coordinating the school closure but fails to provide details about how the leadership will implement the closure model. The LEA provides a plan for closing the school that provides only limited details about the activities it will implement leading up to the closure of the school prior to the start of the 2017-18 school year.</p> | <p>The LEA identifies staff at the senior leadership level who will be responsible for coordinating the school closure and explains how the leadership will implement the closure model. The LEA provides a general plan for closing the school. The plan includes a summary of activities leading up to the closure of the school prior to the start of the 2017-18 school year.</p> | <p>The LEA clearly identifies staff at the senior leadership level who will be responsible for coordinating the school closure and explains how the leadership will provide an effective and seamless implementation of the closure model. The LEA provides a detailed plan for closing the school, including plans for personnel placement, policy decisions, student assignment, transportation, resource reassignment, transfer of equipment, special education issues, Title I issues, accreditation issues, fiscal services, and communication with the state. The plan includes a precise timeline for activities and includes activities leading up to the school closure prior to the start of the 2017-18 school year.</p> |                  | 3              |                       |
| <p><b>Section 2. Model Rationale.</b> The LEA must provide a strong rationale for the selection of the closure model and explain why closure is feasible and the best course of action for the school community.</p>   | <p>The LEA provides little to no evidence for why the 1003(g) closure model has been selected.</p>  | <p>The rationale provided for selection of the 1003(g) closure model is limited and results in concerns about why the LEA is choosing to close the school. The LEA explanation for the selection provides limited explanation of the feasibility of the model.</p>   | <p>The rationale provided for selection of the 1003(g) closure model is general in nature and is aligned to the needs of the district. The LEA explanation for the selection includes the feasibility of the model.</p>   | <p>The rationale provided for selection of a 1003(g) closure model is clear, concise, and aligned to the needs of the district. The LEA explanation for the selection includes feasibility of the model and why closure is the best course of action for the school community.</p>  |                  | 3              |                       |
| <p><b>Section 3. Community Engagement.</b> The LEA must describe a strong approach for current and future plans to communicate and collaborate with all members of the school community throughout the closure process.</p>  | <p>The LEA describes an approach to current and future plans to communicate and collaborate with a limited number of school community members (families, school staff, community members, and students) and which raises questions about the LEA's understanding of key issues each community member will face.</p> | <p>The LEA describes an approach to current and future plans to communicate and collaborate with some members of the school community (families, school staff, community members, and students) that raises questions about the LEA's understanding of key issues each community member will face.</p>   | <p>The LEA describes an adequate approach to current and future plans to communicate and collaborate with most members of the school community (families, school staff, community members, and students). The LEA approach reflects preparation and a grasp of key issues each community member will face.</p>  | <p>The LEA describes a strong approach to current and future plans to communicate and collaborate with all members of the school community (families, school staff, community members, and students). The LEA approach reflects a thorough understanding of key issues each community member will face.</p>   |                  | 1              |                       |
| <p><b>Section 4. School Options.</b> The LEA must provide clear options to enroll students currently enrolled in the school into higher-achieving schools that are within</p>  | <p>The LEA provides a plan that raises substantial concerns about the LEA's understanding of the issues inherent in closing a school.</p>   | <p>The LEA provides a plan for enrolling students into high-performing schools which requires additional information in order to understand tasks which the LEA will complete to ensure students</p>   | <p>The LEA provides a general plan for enrolling students into higher-performing schools, new schools or other neighboring schools within reasonable proximity. The enrollment</p>  | <p>The LEA provides a detailed plan for enrolling students into higher-performing schools, new schools or other neighboring LEA school within reasonable proximity. The</p>   |                  | 1              |                       |

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| a reasonable geographic proximity.                                 |  | will be aware of new placements prior to the closure of the school. | plan provides a general summary of tasks to be completed prior to the start of the 2016-17 school year to ensure students will be aware of new placements prior to the closure of the school. | enrollment plan specifically identifies tasks to be performed prior to the start of the 2016-17 school to ensure students will be aware of their new placements prior to the closure of the school. |  |  |  |
| <b>Total Points for School Closure Application (If Applicable)</b> |  |   |   |   |  |  |  |
| <b>TOTAL POINTS FOR 1003(g) LEA APPLICATION</b>                    |  |   |   |   |  |  |  |
| <b>Reviewer Comments</b>   |  |   |   |   |  |  |  |
| <b>Overall Strengths of the LEA Application:</b>                   |  |   |   | <b>Overall Weaknesses of the Application:</b>   |  |  |  |