

# School Improvement Grants

## School Level Section

### Tiers I, II, and III

<b>Name of School:</b>					Grades Served:		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		

#### DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) The LEA has analyzed the needs of the school and selected an intervention for the school.

- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *Your answer must include the following: A list of the names of the members of the committee and the position within the district that each person is representing. The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents.*
  
- Indicate the data sources that were analyzed as part of the school’s comprehensive needs assessment designed for the purpose of the SIG application. *Your answer must address data within the four lenses of the Data Retreat<sup>SM</sup> process: Student, Professional Practices, Programs & Structures, and Family & Community Data. Include an evaluation of current practices and programs as required in the third lens of data review. If any of the schools involved have had a school level audit based on the District Audit Tool published by CCSO, the results must be included in the data analysis.*
  
- Describe the process used to complete the school's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*
  
- Broadly describe the results of that review. *Summarize the results of the CNA for this school.*
  
- List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*
  
- Provide the rationale used to commit to serve this school with SIG funds. *Why is this school served?*

(2) (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in

order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

- (3) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*
- (4) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

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## The Turnaround Model

### *Section I.A.2(a)*

- a. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
- *When will the contract with the current principal end?*
  - *What criteria will be used in selecting a new principal?*
  - *What is the process that will be used to select the new principal?*
  - *Who will be involved in the decision making?*
  - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
  - *How will the principal be Included in staffing, calendars/time, and budgeting?*
  - *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*
- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment?*
  - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
  - *How will the district screen all existing staff?*
  - *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paras? Determine the 50% threshold of staff in each category that can be rehired.*

- *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
  - *List resources available to new staff.*
  - *Will there be a mentoring program or literacy and/or math coaches available?*
  - *How will the professional development be aligned with the school's comprehensive instructional program?*
  - *Indicate how the professional development will be designed in collaboration with school staff.*
- e. Describe the new governance structure that will be adopted for this school.
  - *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*
  - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
  - *What changes in operational practices will be made?*
- f. Describe how an instructional program will be determined and designed.
  - *What data will be used to identify the instructional program to be used? How will it be used?*
  - *How will the school ensure that the instructional program is research-based?*
  - *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the school ensure alignment with State academic standards?*
- g. Describe the process the school will use to promote the continuous use of student data.
  - *Indicate the use of student data such as from formative, interim, and summative assessments.*
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- h. Describe how the school will increase learning time.
  - *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*
  - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded*

*education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*

- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

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## **The Restart Model**

### *Section I.A.2(b)*

a. Describe the rigorous review process the district undertook to select a partner to restart the school.

- *Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the district to start a new school (or convert an existing school) in this location? Describe possible partnerships.*
- *How will the new school operation result in acceptable student growth for the student population to be served?*
- *How will support be provided to staff that are reassigned to other schools as a result of the restart?*
- *What performance expectations will be contractually specified for the restart partner?*
- *Is the LEA prepared to terminate the contract if performance expectations are not met?*

b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?

c. How will funds from this grant be used to support the restart model?

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☐ **School Closure Model**

*Section I.A.2(c)*

- a. Describe the process the district used to determine to close this school.
  - *How were decisions based on data? How is this transparent to the school and local community?*
  - *What is the impact of school closure to the school’s neighborhood, enrollment area, or community?*
  - *How does school closure fit within the LEA’s overall reform efforts?*
  
- b. Which higher-achieving schools have been identified that have the capacity to receive students from this school?
  - *Indicate that these schools are in close proximity of the school to be closed.*
  - *How will the students and their families be supported by the LEA through the re-enrollment process?*
  - *How will the receiving schools be staffed with quality staff to accommodate the increase in students?*
  - *How will the LEA track student progress in the recipient schools?*

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☐ **The Transformation Model**

*Section I.A.2(d)*

**Developing and increasing teacher and school leader effectiveness.** [Section I.A.2(d)(1)]

- a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
  - *When will the contract with the current principal end?*
  - *What criteria will be used in selecting a new principal?*
  - *What is the process that will be used to select the new principal?*
  - *Who will be involved in the decision making?*
  - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
  
- b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]
  - *How will data on student growth be a significant factor in the evaluation system?*
  - *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
  - *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*
  - *Are the evaluation systems designed and developed with teacher and principal involvement?*

- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
  - *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*
  - *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
  - *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
  - *How will the school ensure that the professional development is 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?*
  - *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*
- c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.

**Comprehensive instructional reform strategies**

- d. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*
  - *How will the school ensure that the instructional program is research-based?*
  - *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the school ensure alignment with State academic standards?*
- e. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- f. Describe any optional instructional reform strategy the school chooses to implement.

**Increasing learning time and creating community-oriented schools**

- g. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research).*
  - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded*

*education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*

- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

h. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

Providing operational flexibility and sustained support

i. Describe the operational flexibility that will be given to this school.

- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
- *What changes in operational practices will be made?*
- *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

j. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.

- *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*
- *What kind of support will be provided and how often?*

k. Describe any other optional strategies for providing operational flexibility and intensive support.

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

- Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

(6) (Tier I, II, & III) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor

its Tier I, Tier II and Tier III schools that receive school improvement funds. The LEA should also describe the other measurable goals that are set to show student progress.

► List the reading and math annual goals for this Tier I, II or III school, if applicable. *The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year). Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

- (7) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*
- (8) (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe while developing the LEA and school application for SIG funds.*

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

#### **Budget categories for consideration in required budget narrative.**

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Examples: Teacher: \$40,000 @ .5 FTE = \$20,000  
Paraprofessional: \$15,000 @ 1 FTE = \$15,000

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Examples: \$20,000 X 7.65% (Social Security-Medicare) = \$1,530  
\$15,000 X 7.65% (Social Security-Medicare) = \$3,000

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

Examples: 3 trips X 400 miles X .37= \$4,440  
Bus - 5 days per week X \$20 per day X 20 weeks = \$2,000

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD

players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Examples: Desktop computers - 3 @ \$1200 = \$3600  
Laptop computer -1 @ \$900 = \$900

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Examples: Reading books - \$300  
Software for Math assistance program - \$175

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

Example: Company A – Provide professional development workshop - \$1,200

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Example: Professional development conference – New York  
Airfare - \$550  
Registration - \$250  
Meals – 3 days @ \$36 per day = \$108  
Lodging – 2 days @ \$175 = \$350  
Miscellaneous – Cab - \$50

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

**Include a budget description for each year of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.**

**Grant Periods:**

Project Year 1: July 1, 2011 – June 30, 2012  
Project Year 2: July 1, 2012 – June 30, 2013  
Project Year 3: July 1, 2013 – June 30, 2014

**Budget Information**  
**American Reinvestment and Recovery Act (ARRA)**  
**Title I School Improvement 1003(g)**

**Name of School:**

**Budget Summary**

Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)
	Pre- implementation	Year I - Full Implementation			
<b>1. Personnel</b>					
<b>2. Employee Benefits</b>					
<b>3. Travel</b>					
<b>4. Equipment</b>					
<b>5. Supplies</b>					
<b>6. Contractual</b>					
<b>7. Professional Development</b>					
<b>8. Total Direct Costs (line 1-7)</b>					
<b>9. Indirect Costs*</b>					
<b>10. Total Costs (lines 8-9)</b>					

\*Use restricted indirect cost rate (same rate as regular Title I program)

\*\* Contingent upon continued federal funding

**SCHOOL IMPROVEMENT GRANTS  
SCORING RUBRIC  
SCHOOL LEVEL (TIER I & II) REVIEW**

**Reviewer:** \_\_\_\_\_

**District:** \_\_\_\_\_

**Submitted By:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Tier:** \_\_\_\_\_

<b>Sections</b>	<b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)	<b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)	<b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)
<b>(1) Descriptive Information</b>  a. List the members and positions of the committee that conducted the needs assessment and determined outcomes. b. Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment (CNA) designed for the purpose of the SIG application. c. Describe the process used to complete the district's CNA conducted for the purpose of the SIG application. d. Broadly describe the results of the review - summarize the results of the CNA for this school. e. List the strengths and weaknesses for this school based on the results of the CNA. f. Provide the rationale the district used to commit to serve this school with SIG funds.	a.	a.	a.
	b.	b.	b.
	c.	c.	c.
	d.	d.	d.
	e.	e.	e.
	f.	f.	f.

**(1) Descriptive Information Comments**

<b>Sections</b>	<b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)	<b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)	<b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)
<b>(2) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the required activities of the selected school intervention model.</b>			
<b>(2) LEA Capacity Comments:</b>			

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p><b>(3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.</b></p>			
<p><b>(3) Selection of External Provider(s) Comments:</b></p>			
<p><b>(4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Select the intervention model chosen for this Tier I or Tier II school.</b></p>			
<p><b>(4) Intervention Model Selection Comments:</b></p>			

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p><b>(A) The Turnaround Model</b> <i>[Section I.A.2(a)]</i></p>			
<p>a) Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given.</p> <p>b) Describe the process the district will use to replace staff and refresh the teacher pool for this school.</p> <p>c) What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school?</p> <p>d) How will the district provide staff on-going, high quality job-embedded professional development?</p> <p>e) Describe the new governance structure that will be adopted for this school.</p> <p>f) Describe how an instructional program will be determined and designed.</p> <p>g) Describe the process the district will use to promote the continuous use of student data.</p> <p>h) Describe how the district will increase learning time.</p> <p>i) How will the school provide appropriate social-emotional and community-oriented services and supports for students?</p>	a.	a	a
	b	b	b
	c	c	c
	d	d	d
	e	e	e
	f	f	f
	g	g	g
	h	h	h
	i	i	i

**(A) Turnaround Model Comments:**

Sections	<b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)	<b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)	<b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)
<b>(B) The Restart Model</b> [ <i>Section I.A.2 (b)</i> ]			
a) Describe the rigorous review process the district undertook to select a partner to restart the school. b) How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school? c) How will funds from this grant be used to support the restart model?	a	a	a
	b	b	b
	c	c	c
<b>(B) Restart Model Comments:</b>			

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p><b>(C) School Closure Model</b> [<i>Section I.A.2 (c)</i>]</p>			
<p>a) Describe the process the district used to determine to close this school.</p>	<p>a</p>	<p>a</p>	<p>a</p>
<p>b) Which higher achieving schools have been identified that have the capacity to receive students from this school?</p>	<p>b</p>	<p>b</p>	<p>b.</p>
<p><b>(C) School Closure Comments:</b></p>			

Sections	<b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)	<b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)	<b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)
<b>(D) The Transformational Model</b> [Section I.A.2(d)]			
<p>a) Describe the process the district will use to replace the principal.</p> <p>b) Describe how the district will use rigorous, transparent, and equitable evaluation systems for teachers and principals.</p> <p>c) Describe any optional activity the LEA chooses to implement to develop teacher and school leader effectiveness.</p> <p>d) Describe how an instructional program will be determined and designed.</p> <p>e) Describe the process the district will use to promote the continuous use of student data.</p> <p>f) Describe any optional instructional reform strategy the LEA chooses to implement.</p> <p>g) Describe how the district will increase learning time.</p> <p>h) How will the school provide appropriate social-emotional and community oriented serves and supports for students?</p> <p>i) Describe the operational flexibility that will be given to this school.</p> <p>j) Describe the ongoing, intensive technical assistance and related support that will be provided to the school</p> <p>k) Describe any other optional strategies for providing operational flexibility and intensive support.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>f.</p> <p>g.</p> <p>h</p> <p>i.</p> <p>j</p> <p>k.</p>	<p>a</p> <p>b</p> <p>c.</p> <p>d</p> <p>e</p> <p>f</p> <p>g</p> <p>h</p> <p>i.</p> <p>j</p> <p>k.</p>	<p>a</p> <p>b.</p> <p>c</p> <p>d</p> <p>e.</p> <p>f.</p> <p>g.</p> <p>h</p> <p>i.</p> <p>j</p> <p>k.</p>

**(D) Transformational Model Comments:**

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p><b>(5) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the application</b></p>			
<p><b>(5) Timeline Comments:</b></p>			
<p><b>(6) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, II, and III schools that receives school improvement funds.</b></p>			
<p><b>(6) Annual Goals Comments:</b></p>			

**Question (7) is a Tier III school only question and is not application for these applications.**

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p><b>(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place.</b></p>			
<p><b>(8) Consultation Comments:</b></p>			

**Budget Narrative and Proposed Budget**

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p>A budget narrative has been completed in the format requested in the application.</p>			
<p>The LEA has requested sufficient funds to fully implement interventions selected for each school.</p>			
<p>Signed budget by the <b>Business Manager and the Superintendent</b> is provided.</p>			
<p>Comments:</p>			

**Approvals**

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p><b>LEA School Board, Superintendent, and Principal have signed off on the proposal.</b></p>			
<p>Comments:</p>			

**Total Score:** \_\_\_\_\_

**Decision:**       Award grant       Award grant with revisions       Do Not Award Grant

*[A value in any column other than the Strong column will require a revision before the grant can be awarded.]*

**Possible Points**

32 possible points - General Section (all applications must have, plus points from one of the models)

18 possible points - Turnaround Model

6 possible points - Restart Model

4 possible points - Closure Model

22 possible points - Transformational Model

*Applications will be ranked according to percentage of possible points.*

**SCHOOL IMPROVEMENT GRANT  
SCORING RUBRIC  
TIER III OTHER MODEL APPLICATIONS**

**Reviewer:** \_\_\_\_\_

**District:** \_\_\_\_\_

**Submitted By:** \_\_\_\_\_

**School:** \_\_\_\_\_

Some questions do not appear in this rubric as they do not pertain to Tier III applicants.

<b>Sections</b>	<b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)	<b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)	<b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)
<b>(1) Descriptive Information</b>  a. List the members and positions of the committee that conducted the needs assessment and determined outcomes. b. Indicate the data sources that were analyzed as part of the district’s comprehensive needs assessment (CNA) designed for the purpose of the SIG application. c. Describe the process used to complete the district’s CNA conducted for the purpose of the SIG application. d. Broadly describe the results of the review summarize the results of the CNA for this school. e. List the strengths and weaknesses for this school based on the results of the CNA. f. Provide the rationale the district used to commit to serve this school with SIG funds.	a.	a.	a.
	b.	b.	b.
	c.	c.	c.
	d.	d.	d.
	e.	e.	e.
	f.	f.	f.

**(1) Descriptive Information Comments:**

<b>Sections</b>	<b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)	<b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)	<b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)
<b>(3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality</b>			
<b>(3) Selection of External Providers Comments:</b>			
<b>(6) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, II, and III schools that receives school improvement funds. (must include both reading and math and must be measurable using Dakota STEP)</b>			
<b>(6) Annual Goals Comments:</b>			

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p><b>(7) Other Model</b></p>			
<p>a. Detail description of how the SIG funds will be used to improve academic achievement in the school.</p> <p>b. Indicate how these activities are designed to meet the specific needs of the school, its teachers and its students.</p>	<p>a.</p>	<p>a.</p>	<p>a.</p>
	<p>b.</p>	<p>b.</p>	<p>b.</p>
<p><b>(7) Other Model Comments:</b></p>			

**Budget Narrative and Proposed Budget**

<p style="text-align: center;"><b>Sections</b></p>	<p style="text-align: center;"><b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)</p>	<p style="text-align: center;"><b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)</p>	<p style="text-align: center;"><b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)</p>
<p>A budget narrative has been completed in the format requested in the application.</p>			
<p>The LEA has requested sufficient funds to fully implement interventions selected for each school.</p>			
<p>Signed budget by the <b>Business Manager</b> <i>and</i> the <b>Superintendent</b> is provided.</p>			
<p><b>Comments:</b></p>			

**Approvals**

Sections	<b>Strong</b> Responses were thorough with sufficient detail (2 points assigned for each component)	<b>Moderate</b> Responses were satisfactory needing minor clarifications (1 point assigned for each component)	<b>Limited</b> Responses were attempted but lacking specificity or no response was given (0 points assigned for each component)
<b>LEA School Board, Superintendent, and Principal have signed off on the proposal.</b>			
<b>Comments:</b>          			

**Total Score:** \_\_\_\_\_

**Decision:**      **Award grant**              **Award grant with revisions**              **Do Not Award Grant**

*[A value in any column other than the Strong column will require a revision before the grant can be awarded.]*

**Possible Points** - 28 possible points

*Applicants will be ranked according to percent of possible points*