

1003 School Improvement Grant Application

Form Number: RFP 820

Section 1003 of the Elementary and Secondary Education Act,
as amended by the Every Student Succeeds Act of 2015

Issue Date: June 11, 2018

Due Date: July 11, 2018

Dianna R. Wentzell
Commissioner of Education
Connecticut State Department of Education
450 Columbus Blvd. | Hartford, CT 06103-1841
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Levy Gillespie

Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator

Connecticut State Department of Education

450 Columbus Blvd., Suite 607 | Hartford, CT 06103-1841 | 860-807-2071 | Levy.Gillespie@ct.gov

PART I: 1003 SIG APPLICATION INSTRUCTIONS

A. Submission Instructions

Please review and follow all directions carefully when completing the 1003 School Improvement Grant (SIG) application. All applications must be submitted by e-mail to SDEAllianceDistrict@ct.gov. **All applications must be received by 4:00 PM on Monday, July 11, 2018.** 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 (FOIA). 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 include the following:

Required Components:
Excel District Information and School Selection
Excel District Application
Excel School Plan
Excel Budget Proposal
Appendix B: 1003 SIG District Cover Page (signed and scanned)
Appendix C: Statement of Assurances (signed and scanned)

B. Timeline Summary

1. CSDE notifies districts about 1003 SIG competition.	June 4, 2018
2. CSDE hosts a 1003 SIG informational webinar.	June 11, 2018
3. CSDE releases 1003 SIG application to districts with eligible schools.	June 11, 2018
4. Districts submit 1003 SIG applications.	July 11, 2018
5. CSDE awards 1003 SIG funds to districts.	July 2018
6. 1003 SIG schools begin planning for full implementation.	July 2018

C. Questions

All questions regarding 1003 SIG should be directed to:

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

PART II: SIG 1003 OVERVIEW

A. 1003 SIG Overview

Title I, Part A, Section 1003 School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provide states and districts with funds to leverage change and turn around chronically underperforming schools. The CSDE anticipates identifying its first cohort of ESSA 1003 SIG schools through a competitive grant process. For the initial cohort, approximately \$2.5 million in 1003 SIG funds is available for competition. The district may apply for awards with a minimum of \$50,000 per year for eligible Title I Focus schools and a minimum of \$200,000 per year for eligible Title I Turnaround schools. No school may be awarded more than \$500,000 per year.

The CSDE may authorize a 1003 SIG award to a district for **up to four years** for a particular school, including **one optional planning year** for pre-implementation activities and **at least three full years of implementation of the evidence-based interventions**. The district budget should address the entire grant period.

B. Eligible Schools

States must give priority in awarding 1003 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 Title I schools designated as Turnaround and Focus schools identified through the 2015-16 Next Generation Accountability System results.

Schools currently receiving Title I, Part A, Section 1003(g) SIG funding are not eligible. Schools currently receiving Title I, Part A, Section 1003(a) funding are eligible. Schools currently receiving Commissioner's Network funding are not eligible unless the school is currently in its final year of Commissioner's Network participation.

A complete list of eligible schools can be found in Appendix A.

C. 1003 SIG Award Selection Criteria

Using Appendix D: The 1003 School Improvement Grant District Application Rubric, a selection committee will review and score all applications that meet the minimum submission requirements:

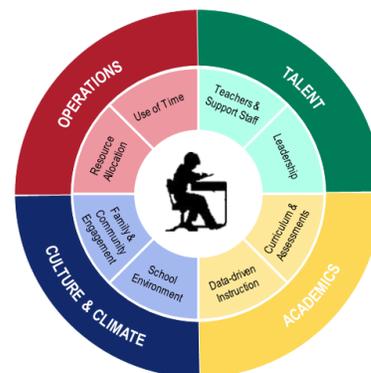
1. School for which the application is submitted must be an eligible Title I Focus or Turnaround School.
2. A completed application must be submitted in the required format.
3. The application must be submitted by Monday, July 11, 2018, at 4 p.m.

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.

D. CSDE Turnaround Framework

All 1003 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 requirement that only evidence-based interventions identified with strong, moderate or promising evidence-base may be funded with 1003 SIG funding. The school makes 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.

E. Requirement for Evidence-based Interventions

Under ESEA, as amended by ESSA, states must identify two types of low-performing schools:

- *Targeted support and improvement* schools, which are schools with one or more consistently underperforming subgroups.¹ In Connecticut, these schools are referred to as Focus schools.
- *Comprehensive support and improvement* schools, known in Connecticut as Turnaround schools, which include:
 - The lowest-performing five percent of Title I schools in the state;
 - Any public high school failing to graduate one-third or more of its students; and
 - Title I schools with a consistently underperforming subgroup that, on its own, is performing as poorly as students in the lowest-performing five percent of Title I schools, and that has failed to improve after the school has implemented a targeted support and improvement plan.²

Focus and Turnaround schools³ must develop plans for improving student outcomes that (among other things):

- Are informed by all the indicators for differentiating schools listed above;
- Include evidence-based interventions (see box below); and
- Are based on an assessment of the school’s needs.⁴

¹ ESSA, Section 1111(c)(4)(C)(iii) and Section 1111(d)(2). ESSA does not define what it means to be consistently underperforming, but rather leaves it for states to define.

² ESSA, Section 1111(c)(4)(D).

³ For CSI (Turnaround) schools, the LEA develops the plan, which must be approved by the school. ESSA, Section 1111(d)(1)(B).

⁴ ESSA, Section 1111(d)(1)(B) and Section 1111(d)(2)(B).

Definition of “Evidence-Based” in ESSA

Evidence-based means an activity, strategy, or intervention that:

- i. demonstrates a **statistically significant effect on improving student outcomes or other relevant outcomes based on—**
 - (I) **strong evidence from at least one well-designed and well-implemented experimental study;**
 - (II) **moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or**
 - (III) **promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or**
- ii. (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Under ESSA, Focus and Turnaround schools that receive Title I funds have the same Title I, Part A spending options as any other Title I school, and can also use their Title I, Part A funds to support the school’s Focus and Turnaround initiatives.

Section 1003 funds can only be used to support activities that meet ESSA’s top three tiers of evidence (highlighted in bold text above). In other words, Section 1003 funds can only be used to fund activities, strategies, or interventions based on a study that demonstrates the activity, strategy, or intervention has a *statistically significant effect* on improving student outcomes.⁵ While Focus and Turnaround schools must implement evidence-based interventions under ESSA’s school improvement requirements, this requirement does not directly affect their use of Title I, Part A funds under ESSA.

F. Modifications and Annual Renewal

The CSDE must evaluate annually if the district is eligible to have their 1003 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 SIG Plan.

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

- school classification/rating;
- discipline incidents;
- dropout rate;
- student chronic absenteeism rate;
- progress on student achievement on assessments for both regular education and high needs subgroups;

⁵ ESSA, Section 8101(21)(B) stating:

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT.—When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

- progress on student growth on assessments in Grades 3 through 8 for both regular education and high needs subgroups;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only);
- four-year and six-year cohort graduation rate (high school only); and
- teacher attendance rate.

G. 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: 1003 SIG APPLICATION AND BUDGET WORKBOOK INSTRUCTIONS

A. District Cover Page and Statement of Assurances

Complete Appendices B and C and submit with the Excel application. Appendix B, the District Cover Page, must be signed by both the district superintendent and the district's board chairperson. Submit scanned copies of the two signed documents.

B. Excel 1003 SIG Application

The 1003 SIG Application and Budget Workbook consists of multiple parts, including:

- **District Information and School Selection:** The district identifies grant contact information and information about the schools for which the district is applying for 1003 SIG funding.
- **District Application:** The district is required to describe its strategy and structure to support school turnaround efforts at the district level. The district's responses to the seven sections of the District Application are limited to 900 characters.
- **School Plan:** After identifying school contact information, for each school for which the district is applying for 1003 SIG funding, the district must submit baseline and historic data along with performance targets for each of the three to four years of the 1003 SIG grant period.
 - Needs Assessment: Using the worksheet tab *Needs Assessment Tool*, the district must complete a needs assessment, identifying the school's level of implementation for each of the talent, academics, culture and climate and operations indicators. The needs assessment must be completed with stakeholder engagement.
 - Root Cause and Resource Inequity: The district must identify significant strengths and growth areas highlighted by the needs assessment and complete a root cause analysis of each of the growth areas. For the purpose of the 1003 SIG grant, the root cause is the basic cause (or causes) that can reasonably be identified that the school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. Along with the root cause, the district must identify resource inequity, unequal or unfair distribution of resources that lead to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc.
 - School Improvement Plan Description: Using no more than 900 characters, the district is asked to provide a summary of the school's transformative plan and the expected outcomes resulting from implementation of the evidence-based interventions funded by the 1003 SIG award.
 - Overarching School Improvement Goals: The district must identify two or three overarching school improvement goals to advance the school's reform priorities. Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals. Overarching school improvement goals must focus on student outcomes, not on adult actions.
 - Specific Evidence-based Interventions to Address School Reform Priorities: The district must identify a core set of evidence-based interventions for which the school will use Title I, Part A, Section 1003 SIG funding. Interventions must be aligned to the identified overarching school improvement goals. Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should

align to identified school reform priorities and to the overarching school improvement goals. Using definitions of evidence-base, the district must identify the level of the evidence-base (strong, moderate, promising), the source for the evidence-base, information to substantiate why the evidence is identified at the selected level.

Implementation Timeline: The district must provide an implementation timeline, including a brief narrative of each of the strategies it will implement during each year of the grant period. The narrative must include a list of progress metrics it will use to measure successful implementation of each of the strategies.

- **School Budget Proposal:** The district must complete a budget proposal for each year of the proposed grant period using the ED 114 budget template and the state’s Uniform Chart of Accounts. See below for more information about completing the school budget proposal.

C. Budget Proposals

Using the Excel budget workbook provided, please create a budget proposal outlining new costs associated with the SIG 1003 School Plan. The budget proposal and aligned budget narrative must indicate the amount of 1003 SIG funds requested by the district to:

- implement the selected evidence-based interventions in each school the district commits to serve;
- conduct district-level activities designed to support implementation of the selected evidence-based interventions;
- implement a full pre-implementation year during 2017-18 (optional) and implement three full years of implementation; and
- support school improvement activities, at the school or district level, for schools the district commits to serve over the three to four-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 if the school is a Focus school and not less than \$200,000 if the school is a Turnaround School. Schools may not apply for more than \$500,000 per year for each of the three to four years for each school the district commits to serve.

The CSDE may make a 1003 SIG award to a district for **up to four years** for a particular school. The district may apply for **one optional planning year** for pre-implementation activities and **at least three full years of implementation** for full implementation of the selected evidence-based interventions. The district budget should address the entire grant period. A district may not receive more than four years of 1003 SIG funding for a particular school.

1003 SIG funds may not be used to supplant federal and non-federal funds, but only to supplement funding provided to 1003 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 SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.

Excel Workbook Instructions:

- **Planning Year Budget (Optional); Year 1-3 Budgets (Required):** Please insert information pertaining to the proposed 1003 SIG budget for the school for up to four years of funding. The budget should reflect

all new expenditures contained in the school plan. 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 SIG investment. The budget proposal will be evaluated for strategic alignment and anticipated impact.

- **Budget Summary Page:** The budget summary cells summarizing the entire budget workbook will be auto-generated as you complete the 1003 SIG budget proposal. Do not enter cost information on the summary page.

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

CODE:	OBJECT:
100	PERSONNEL SERVICES – SALARIES. 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	PERSONNEL SERVICES – EMPLOYEE BENEFITS. 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	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. 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	PURCHASED PROPERTY SERVICES. 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	OTHER PURCHASED SERVICES. 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	SUPPLIES. 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	PROPERTY. 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 <u>\$5,000.00</u> and the useful life of more than one year and data processing equipment that has unit price under \$5,000.00 and a useful life of not less than five years.
800	OTHER OBJECTS. (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.

PART IV: APPENDICES

Appendix A: LIST OF ELIGIBLE SCHOOLS

District	School	School Classification
Capital Region Education Council	Greater Hartford Academy of the Arts High School—Full Time	Focus Math
Connecticut Technical Education and Career Education	Eli Whitney Technical High School	Focus Math
Manchester School District	Washington School	Focus Math
North Branford School District	North Branford Intermediate School	Focus ELA
Stamford Academy District	Stamford Academy	Turnaround
Trailblazers Academy District	Trailblazers Academy	Turnaround



Appendix B: 1003 SIG DISTRICT APPLICATION COVER PAGE

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

District:		
Grant Contact Person:	Grant Contact Title:	
Telephone:	E-mail Address:	
Street Address:	City:	Zip Code:
Name of Superintendent:		
Signature of Superintendent:		Date:
Name of Board Chair:		
Signature of Board Chair:		Date:

Appendix B: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Title I, Part A, Section 1003 School Improvement Grant

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: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

APPENDIX D: 1003 SCHOOL IMPROVEMENT GRANT DISTRICT APPLICATION SCORING RUBRIC

1003 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 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 102 possible points. 1003 SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.

Application Components							
The Local Education Agency (LEA) has included all required components of the 1003 School Improvement Grant (SIG) application, and the school's plan incorporates evidenced-based interventions. Should the application score 0 points on either of the two indicators, the application will not be considered for award. An application cannot receive 1 point or 2 points for the Application Components section.							
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:	Weight Factor:	Points Per Indicator:
Items submitted include: Completed Excel Application, including District Information and school selection, District application, School plan, Budget proposal; Completed and signed 1003 SIG district cover page; and signed Statement of Assurances.	A score of 0 points will be awarded if any of the following are true about the application: The district has not submitted completed Excel application. Where applicable, the district has exceeded the maximum number of characters allowed for district application questions. The Cover Page and/or Statement of Assurances do not include required signatures.			The district has submitted completed Excel application. Where applicable, the district has answered questions using less than or equal to the maximum number of allowable characters. The Cover Page and Statement of Assurances include required signatures.		1	
Because ESSA requires the state to award 1003 SIG funding to schools with the highest need, Title I schools identified as Turnaround schools according to the CT Next Generation Accountability System receive priority points.	The school for which the district is applying for 1003 funding is identified as a Title I Focus school according to the CT Next Generation Accountability System.			The school for which the district is applying for 1003 funding is identified as a Title I Turnaround school according to the CT Next Generation Accountability System.		2	
Because 1003 SIG can only be used to support activities that meet ESSA's top three tiers of evidence (strong, moderate, promising), grant applications must identify the evidence-base level of each of the priorities and strategies identified in Part II School Plan, Step 6. The grant application must also include the source to substantiate the evidence-base level.	Part II School Plan, Step 6 does not include both the evidence-base level for each of the proposed priorities and strategies and the source to substantiate that the proposed priority and strategy has strong, moderate or promising evidence-base.			Part II School Plan, Step 6 includes both the evidence-base level for each of the proposed priorities and strategies and the source to substantiate that the proposed priority and strategy has strong, moderate or promising evidence-base.		2	
Total Points for Application Components							

Part I: District Application

The district must describe its strategy and structure to support school turnaround efforts at the district level. Specifically, the district 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>Section 1. District Capacity and Organizational Structure. The district must demonstrate that it has the readiness, capacity, and 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.</p>	<p>The district describes an approach to school turnaround that lacks meaningful detail, raises concerns about the district's understanding of issues related to school turnaround and/or has not related school turnaround to student outcomes. The district application vaguely indicates that the district has capacity by identifying staff at both the district 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 district 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.</p>	<p>The district 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 district indicates it has some capacity by identifying staff at both the district 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 district describes its organizational strengths and weaknesses. The district addresses some of the organizational weaknesses but does so in ways that do not appear to be sufficient to successfully implement interventions.</p>	<p>The district describes a theory of action, strategy or approach to school turnaround that is realistic and is related to student outcomes. The district application indicates the district has sufficient capacity by identifying staff at both the district 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 district describes its organizational strengths and weaknesses. The district addresses most of the organizational weaknesses in ways that demonstrate successful implementation of interventions is possible.</p>	<p>The district 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 district clearly indicates it has sufficient capacity to support turnaround by identifying staff at both the district 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 district has clearly described its organizational strengths and weaknesses and has demonstrated it has the organizational capacity to implement the selected interventions. The district describes how it will address weaknesses so they will not hinder successful implementation.</p>		3	
<p>Section 2. District Support for Development of School Improvement Plans. The district must describe how it provided support to schools in the development of school improvement plans which include evidence-based interventions.</p>	<p>The district provides little to no description about specific measures it took to support the school in the development of school improvement plans. The district does not describe how it assisted the school in finding evidence-based interventions.</p>	<p>The district provides a summary of support is provided to schools in the development of school improvement plans but does not describe specific detail about how it assisted the school in finding evidence-based interventions. The district describes a process that does not include school personnel in development of the school plan.</p>	<p>The district describes a general approach for supporting the school in development of a school improvement plan which includes evidence-based interventions. The district describes a process that allowed school autonomy, with guidance from the district, in the selection of interventions it will implement.</p>	<p>The district describes a detailed approach for how it supported the school in the selection of evidence-based interventions. The district describes a process that allowed school autonomy, with guidance from the district, in the selection of interventions it will implement. The district indicates specific district personnel who supported the school.</p>		2	

<p>Section 3. Accountability and Monitoring. The district 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.</p>	<p>The district provides little to no evidence that specific, multiple measures have been selected or will be used consistently throughout the 1003 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.</p>	<p>The district 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 district describes a process for making adjustments to the selected interventions if the school is not on track to meet its goals. The district 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.</p>	<p>The district 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 district 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.</p>	<p>The district 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 district 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.</p>		3	
<p>Section 4. Review of External Partners. The district must describe the rigorous review process it will use to recruit, screen, select and evaluate any external partner with whom the district will contract to ensure the external partner is working to implement evidence-based interventions.</p>	<p>The district fails to identify how it will review external partners. The district does not identify how it will ensure that external partners will be implementing strong, moderate or promising evidence-based interventions; or, the district does not adequately describe its review process.</p>	<p>The district provides a description of how it will review external partners, but it does not indicate how it will ensure that the interventions provided by the external partner have strong, moderate or promising evidence-base, or the description creates too many additional questions for the grant reviewer to adequately understand the review process.</p>	<p>The district provides a general, systematic process for evaluating the external partners to ensure any intervention the partner provides has strong, moderate or promising evidence of effectiveness.</p>	<p>The district provides a detailed, systematic process for evaluating the external partners to ensure any intervention the partner provides has strong, moderate or promising evidence of effectiveness.</p>		2	

The balance of Part I of the scoring rubric continues on the next page.

<p>Section 5. Alignment of Resources. The district must describe its strategy or approach to aligning other Federal, State and local resources to carry out school improvement activities and to address resource inequities.</p>	<p>The district provides a description of its strategy or approach to aligning Federal, State and local resources to carry out school improvement activities that is unclear. The district fails to address how it identified resource inequities and how it will address resource inequities.</p>	<p>The district provided a limited description of its strategy or approach to aligning Federal, State and local resources to carry out school improvement activities. The description of how the district identified resource inequities and how it will address resource inequities is unclear or does not describe how it will ensure resource inequities do not develop again beyond the grant period. The process for identifying resource inequities was limited to examination of possible inequities in technology and access to high-quality curriculum resources.</p>	<p>The district provided a general description of its strategy or approach to aligning Federal, State and local resources to carry out school improvement activities. The description of how the district identified resource inequities and how it will address resource inequities provides is clear and addresses how it will ensure resource inequities do not develop again beyond the grant period. The process for identifying resource inequities included examining possible inequities in many of the following: distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation and before- and after-school programming.</p>	<p>The district provided a detailed description of its strategy or approach to aligning Federal, State and local resources to carry out school improvement activities. The description of how the district identified resource inequities and how it will address them provides is clear and addresses how it will ensure resource inequities do not develop again beyond the grant period. The process for identifying resource inequities includes examining possible inequities in distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation and before- and after-school programming.</p>		2	
<p>Section 6. Conditions for Success. The district must describe how it will modify its practices and policies to allow the school additional autonomy in exchange for additional accountability and to allow for full implementation of interventions outlined in the school plan.</p>	<p>The district 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 district provides a general summary of the accountability it will add as a result of the additional autonomy. The district provides little or no information to show that the school will be given any operational flexibility to implement the selected 1003 reform model.</p>	<p>The district provides a limited 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 district provides a general summary of the accountability it will add as a result of the additional autonomy. The district provides a summary of the changes that could take place to allow for more operational flexibility at the school level but changes are inadequately explained.</p>	<p>The district provides a general summary of how schools will receive additional autonomy in the areas of staffing, scheduling/calendaring, budgeting, and programming. The district provides a general summary of the accountability it will add as a result of the additional autonomy. The district 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 district provides a detailed description of how schools will receive additional autonomy in the areas of staffing, scheduling/calendaring, budgeting, and programming. The district describes in detail the additional accountability it will add as a result of the additional autonomy. The district 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 take place.</p>		2	

The balance of Part I of the scoring rubric continues on the next page.

<p>Section 7. School Budget. The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions. The district must describe major expenditures and ensure that 1003 SIG funds supplement, not supplant, all state and local funds it would have received in the absence of 1003 SIG funds.</p>	<p>The district provides a description of expenditures associated with the selected 1003 evidence-based interventions which raises substantial concerns about the district's understanding of, or ability to, implement the selected 1003 evidence-based interventions. The district provides little to no evidence to demonstrate its ability to implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>	<p>The district provides a limited description of major expenditures associated with the selected 1003 evidence-based interventions which does not clearly explain expected return on investment or impact on student achievement. The district's response requires additional information in order to fully demonstrate its ability to implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>	<p>The district provides a general summary description of major expenditures associated with the selected 1003 evidence-based interventions along with expected return on investment and impact on student achievement, giving a clear and realistic rationale for expenditures. The district demonstrates its ability to implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>	<p>The district provides a detailed description of each major expenditure associated with the selected 1003 evidence-based interventions along with expected return on investment and impact on student achievement, giving a clear and compelling rationale for expenditures. The district demonstrates the readiness of the district to successfully implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>		<p>2</p>	
<p>Total Points for Part I: District Application</p>							

Part II of the scoring rubric begins on the next page.

Part II: School Plan

The district 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:
<p>Steps 2 and 3. Needs assessment. The district must describe the needs assessment informed by the school audit, referencing the Needs Assessment Tool, and summarizing the school's strengths and needs based on a root cause analysis. The district must describe the process used to complete the needs assessment, including how family and community stakeholders were engaged in the process and how the specific needs of family and community were identified.</p>	<p>A needs assessment was not conducted for the school, or the needs assessment did not reference the Needs Assessment Tool. The district provided limited or no information on the process used to assess the school, including instruments used and stakeholder participants. The needs assessment did not clearly identify the needs of families and the community and/or did not adequately consider family and community input.</p>	<p>The district conducted a needs assessment using the Needs Assessment Tool 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 district provides a general overview of the process used to conduct the needs assessment which does not sufficiently describe a process for analyzing assessment findings. The district provides only a list of stakeholder participants involved in the process without sufficiently describing how family and community members participated in the needs assessment. The needs assessment does not clearly identify the specific needs of families and the community.</p>	<p>The district conducted a rigorous needs assessment using the Needs Assessment Tool. The needs assessment 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 district 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 district 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 conduct the needs assessment.</p>	<p>The district conducted a rigorous needs assessment that evaluates the strengths and deficiencies in student achievement. The needs assessment identifies clear strengths and needs and describes a clear, logical connection between how addressing the identified needs will result in increased student achievement. The district identifies the root cause for each deficiency and defines the problem from the school data and audit, and identifies all possible causal factors. The district provides an overview of a specific and effective needs assessment process and describes a range of perspectives from all district, school, family, and community stakeholders. The district provides the list of stakeholder participant groups, the role each serves and the number and dates of meetings held to conduct the needs assessment. The needs assessment clearly identifies the needs of families and the community.</p>		4	
<p>Section Step 2. Stakeholder Engagement. The district must describe how stakeholders were engaged throughout the needs assessment process.</p>	<p>The district fails to identify any stakeholders with whom the district consulted concerning the needs assessment, only describing how stakeholders were engaged.</p>	<p>The district identifies a limited number of stakeholders with whom the district consulted concerning the needs assessment. It appears that the district did not make a deliberate attempt to include all key stakeholders (e.g., representatives from district, school administration and teachers, families, students, community partners, etc.). The district provided a limited description of stakeholder consultation.</p>	<p>The district identifies stakeholders with whom the district consulted concerning the needs assessment, but it is not clear if all the stakeholders were relevant and key stakeholders (e.g., representatives from district, school administration and teachers, families, students, community partners, etc.). The district provided a general description of how the stakeholders were consulted.</p>	<p>The district identifies key stakeholders (e.g., representatives from district, school administration and teachers, families, students, community partners, etc.) with whom the district consulted concerning the needs assessment. The district provided a detailed description of how the stakeholders were consulted.</p>		1	

<p>Step 5. Overarching S.M.A.R.T. Goals. The district must develop three S.M.A.R.T. goals aligned to specific deficiencies uncovered by the needs assessment and aligned to performance targets in Step 1. S.M.A.R.T. goals must include each of the following required elements: specific, measurable, attainable, results-oriented and time-bound.</p>	<p>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 assessment and to performance targets in Step 1.</p>	<p>S.M.A.R.T. goals are minimally aligned to specific deficiencies uncovered in the needs assessment and to performance targets in Step 1. S.M.A.R.T. goals may be missing two of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>S.M.A.R.T. goals are aligned to specific deficiencies in math and reading uncovered in the needs assessment and are aligned to performance targets in Step 1 but are missing one of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>S.M.A.R.T. goals are aligned to specific deficiencies in student achievement in math and reading uncovered in the needs assessment and are aligned to performance targets in Step 1. 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).</p>		1	
<p>Step 6. Priorities and Strategies. The district must identify a core set of evidence-based interventions/strategies aligned to overarching school improvement goals and to the school's reform priorities, including a narrative summary of each priority and a S.M.A.R.T. goal which focuses on measurement of actions taken toward meeting specific school priorities.</p>	<p>Specific priorities and strategies described by the district are too numerous to implement with sustainability; are not directly focused on improvement of growth areas identified on the needs assessment; or strategies/interventions do not have strong, moderate, or promising evidence-base. The district may have failed to describe at least one strategy focused on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies, but are missing two or more of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>It is unclear whether the number of specific priorities and strategies described by the district represent a manageable number to allow for sustainability. It is not clear how the priorities and strategies selected are aligned to deficiencies uncovered in the needs assessment, and it is likely that not all priorities and strategies clearly align to the needs. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies. Each of the S.M.A.R.T. goals are missing one of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>The district generally described how identified strategies are likely to provide supports that will improve deficiencies or growth areas uncovered in the needs assessment. The district has generally described how selected strategies are likely to build the capacity of school administration and staff to continue improvement beyond the grant period. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies and have all required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>The district provides detailed description of the reform priorities and strategies, including how the priority aligns to specific deficiencies uncovered in the needs assessment. The identified priorities and strategies represent a manageable number to allow for sustainability and allow for immediate effective implementation. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies. Each of the S.M.A.R.T. goals include all the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>		3	

The balance of Part II of the scoring rubric continues on the next page.

<p>Step 7. Implementation Timeline. The district must summarize key strategies it will implement, identify the years in which the strategies will be implemented, and identify progress metrics the district and school will use to monitor implementation of proposed strategies.</p>	<p>The district 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 district provides a list of assessment tools it will use to monitor progress.</p>	<p>The district provides a timeline delineating each strategy the district will use in the planning year (if applicable), and three implementation years (required), 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 district 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.</p>	<p>The district provides a timeline delineating each strategy the district will use in the planning year (if applicable) and the implementation years (required), 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 district 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.</p>	<p>The district provides a detailed timeline delineating each strategy the district will use in the planning year (if applicable) and the implementation years (required) including a brief narrative describing each strategy and the purpose of the strategy as it relates to overall school improvement goals. The district 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.</p>		1	
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Total Points for Part II: School Plan

Part III: School Budget

The district 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.

<p>School Budget. The district must complete a budget proposal for each of the three to four years (optional planning year and three required implementation years) for which the district is applying for funding. If the proposed school is a Title I Focus School, a minimum proposal of \$50,000 per year is required. If the school is a Title I Turnaround School, a minimum proposal of \$200,000 is required. No school may receive more than \$500,000 annually. The budget proposal must include each proposed cost item showing alignment to priorities and strategies, detailed budget justification and cost basis, and the total proposed 1003 SIG investment for each cost.</p>	<p>The district has submitted a 3 to 4 year budget proposal but does not adhere to 1003 SIG annual minimum requirements of at least \$50,000 per year for a Title I Focus School or \$200,000 per year for a Title I Turnaround School. The budget does not adhere to the maximum annual requirements of \$500,000 per year for any eligible school. Expenditures do not align to the school plan. The proposed budget includes multiple line items that are not clearly aligned to specific priorities and strategies proposed by the district. The description of each expenditure is limited to simply naming the expenditure. The proposed budget is reasonable but includes two or more cost items that are not proportional to proposed grant activities or are not clearly aligned to proposed priorities and strategies.</p>	<p>The district has submitted a 3 to 4 year budget proposal with at least \$50,000 proposed annually for a Title I Focus School or \$200,000 annually for a Turnaround School. The budget does not exceed the maximum annual award of \$500,000. The district provides minimal budget justification and cost basis for each line item it proposes, making it difficult to determine how some expenditures align to proposed grant activities. The proposed budget is reasonable but includes one or two cost items that are not proportional to the proposed grant activities.</p>	<p>The district has submitted a 3 to 4 year budget proposal with at least \$50,000 proposed annually for a Title I Focus School or \$200,000 annually for a Turnaround School. The budget does not exceed the maximum annual award of \$500,000. The budget is reasonable, and all cost items are proportional to grant activities. 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.</p>	<p>The district has submitted a 3 to 4 year budget proposal with at least \$50,000 proposed annually for a Title I Focus School or \$200,000 annually for a Turnaround School. The budget does not exceed the maximum annual award of \$500,000. The budget is reasonable, and all cost items are proportional to grant activities. 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 the number of units.</p>		3	
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		Total Points for Part III: School Budget	
		TOTAL POINTS FOR 1003 APPLICATION	
Reviewer Comments			
Overall Strengths of the LEA Application:		Overall Weaknesses of the Application:	