

School Improvement and Intervention

**PRIORITY & FOCUS
GRANT
APPLICATION
GUIDANCE**

2013-2014



Application Introduction

Purpose

The purpose of the 1003(a) School Improvement Grant is to assist districts and Title I schools identified as Priority and Focus schools as they implement the 7 Turnaround Interventions to improve student achievement. The 1003(a) grant money must be used in Title I identified schools to support improving the academic achievement of all students in those schools.

Eligible Applicants & Funding Amounts

Eligible applicants are Focus and Priority schools that have been identified by the Arizona Department of Education for improvement. The award amount will vary based upon LEA and school needs. Funds must be used to supplement not supplant.

Grant awards will not be made to Local Education Agencies (LEAs) that are out of compliance with state or federal requirements.

FUNDING IS BASED ON RECEIPT OF FEDERAL FUNDS TO ADE. In the event that anticipated federal funding is decreased, a proportional decrease will be made to all awardees.

Application Process

The application for this grant is part of a school improvement planning process that includes a needs assessment, identification of areas of highest need, selection of appropriate supports, expected outcomes and evaluation, commitment and capacity, sustainability and a budget.

This application is expected to be completed at the LEA/Charter Holder level with active participation from the school leadership team.

Since the amount of monies is limited, we are expecting that LEAs will use these funds to focus on one or two identified needs that would provide the necessary supports for the school and have a significant impact on student achievement.

Proposals will be reviewed pending successful completion of ALL required components as specified in the grant application. See Scoring Criteria Section of Application Guidance.

Online Application is due in Grants Management by:

September 24, 2013

In addition to completing the online application all applicants must sign and submit the Priority and Focus Grant Assurances. Applicants choosing an Implementation Specialist and/or NISL training must sign and submit the permission letters.

Grant Application Section I & II

General Information and Contact Information

In this section, enter the contact information for the LEA including the Superintendent or LEA designee. This will be the main LEA contact for the grant application and school improvement efforts.

Site Information

In this section, enter the contact information for each school site requesting funds. If you have multiple school sites requesting funds you will need to assign each school site a number and continue to use that site number throughout the application.

You will also be entering amounts requested for Implementation Specialists and National Institute of School Leadership training in this section if you choose these options in Section V of the application.

Grant Question	Example
Enter the amount requested for a LEA & School Implementation Specialist at this site (\$20,000). If not requesting an Implementation Specialist enter N/A.	\$20,000
Enter the amount requested for the National Institute of School Leadership (NISL) professional learning at this site. \$10,000/participant (maximum of 3 participants per site) If not requesting NISL training enter N/A.	\$30,000 *Travel costs associated with NISL will be entered into your budget summary and line item description.
Enter the TOTAL amount requested for this site. TOTAL should include the amounts indicated above and in the budget summary.	\$80,000 *Example of \$80,000-(\$50,000 from above and \$30,000 in budget summary for external provider to provide curriculum support)

Further instructions on how to complete the questions in this section regarding the amount(s) requested and TOTAL amount requested will be in the *Budget Guidance* on page 20.

Grant Application Section III

Accountability Labels

In this section, provide federal and A-F accountability labels for the 2012-2013 school year along with the reason for identification.

Priority School	Focus School
Lowest Performing School	With-in School Gap
Low Graduation Rate	Low Achieving Sub-group
	Low Graduation Rate

<http://www.azed.gov/no-child-left-behind/files/2012/08/reward-focus-priority-criteria-graphic.pdf>

Grant Application Section IV

Needs Assessment

In this section, describe the LEA and school site's needs assessment process, primary concerns and primary issues/root causes for student performance and for each of the 7 Turnaround Interventions. You may use the Self-Readiness Assessment, prior Solutions Team Report, Progress Monitoring Reports, Reflective Summary, and/or needs assessments the LEA and/or school has completed.

Each school site in the application is **required** to address all of the 7 Turnaround Interventions in the Needs Assessment section.

Turnaround Intervention 1: Strong, Effective Leadership	
1.1	Develop criteria to use to hire an instructional leader and provide evidence that the new/retained principal <ul style="list-style-type: none"> • Has a track record of increasing student achievement on standardized test scores as well as overall student growth, as well as growth of the subgroups in the school. Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead. • Has a minimum of three years previous principal experience. A principal that is continuing at the school must attend an ADE approved leadership development program. • Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and English language learners.
1.2	There is a program in place that supports the leadership team in their instructional and management skill development.
1.3	The new principal has been granted sufficient operational flexibility (including staffing, calendars/time, curriculum, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
1.4	LEA and school administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.

Turnaround Intervention 2: Effective Teachers	
2.1	Identify critical teacher skills including knowledge-based competencies and general abilities relative to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL).
2.2	Develop new job descriptions, hiring rubrics and interview protocols incorporating the critical skills identified above.
2.3	Develop an effective instruction framework (based on current and best practice) that is aligned with the curriculum, addresses learning needs of diverse populations, communicated to all stakeholders, and is incorporated into the teacher/principal evaluation system required by the Teacher and Principal Evaluation Framework.

2.4	Provide training to staff regarding the teacher/principal evaluation system required by SB 1040
2.5	Implement a classroom walkthrough protocol that includes follow-up and teacher support to change behavior and instructional practices that addresses the needs of a diverse group of learners.
2.6	Provide principals and vice-principals with professional development on monitoring classroom instruction and effective use of the classroom walkthrough protocol for monitoring instruction provided to all students, as well as specific subgroups of students educated in the school.
2.7	If a multi-school LEA, develop and implement a plan to equitably transfer effective teachers, (general classroom and specialists), administrators, and instructional coaches from performing schools to the Priority School. The plan must be fair, consistent, transparent, and reliable. An LEA with a Priority School must provide professional development that is relevant to school needs, based in classroom practice, and reinforced through ongoing support.
2.8	Implement a formal policy providing for organized weekly teacher collaboration time during the work day for teachers to work in vertical and horizontal teams for the purpose of improving instruction for all students including students with disabilities and ELLs. Teachers would share specific instructional strategies for low performing students including Structured English Immersion (SEI) strategies for ELLs.
2.9	Provide the Priority School an academic coach to develop and model effective lessons, provide job embedded professional development, analyze data, and spend at least 80% of contracted time in the classroom or working with teachers.
2.10	Provide intensive and targeted support of new teachers through orientation, coaching, and mentoring programs.
2.11	<p>Create a professional development model, organized around district/school goals, that:</p> <ul style="list-style-type: none"> • Is developed by a stakeholder team including district/school leaders, teachers, and other qualified stakeholders with defined roles and responsibilities • Provides a systematic, focused, comprehensive, and standards-driven approach and structure • Utilizes multiple data points beyond yearly state assessments to indicate professional development needs • Provides high quality/high level learning opportunities that focus on improving student learning and achievement for all students including ELLs and students with disabilities, including but not limited to specialized instructional strategies, SEI strategies, PBIS, etc. • Integrates participant feedback and multi-levels of evaluation to support continuous professional and student learning • Integrates a differentiated, individualized professional development growth plan for teachers • Includes inquiry practices such as classroom action research, study teams and peer coaching that are incorporated into the daily routine of school staff • Supports the effective instruction framework developed by the LEA. • Includes strategies that are aligned with SEI model.

Turnaround Intervention 3: Additional Instruction Time	
3.1	Conduct an instructional time audit to determine best approach to providing more time for core subjects for all students
3.2	Ensure the extended learning time is available to all students, or if focused on staff development, available to all teachers.
3.3	Evaluate the effectiveness of the extended learning time. If the LEA contains elementary grades, the LEA must provide evidence that instructional time adheres to A.R.S §15-701.

Turnaround Intervention 4: Strengthen Instructional Program Based on Student Needs	
4.1	Implement a standards-based curriculum that is aligned with Arizona’s Common Core and that provides flexibility to meet the needs of all students, including students with disabilities, ELLs, gifted and talented, and economically disadvantaged students.
4.2	Use instructional resources (both core and supplemental) aligned to standards, including the ELP standards, in all curricular areas and are current and sufficient in quantity.
4.3	Create policies and procedures to ensure school leadership and instructional teams examine student work for evidence that instruction is aligned to state standards. Student work must be representative of all student subgroups, including students with disabilities and students with limited English proficiency.
4.4	Implement clear expectations for allocation of instructional time in all core subject areas. In addition, these expectations for allocation of instructional time must include: <ul style="list-style-type: none"> • The four-hour English language development model required under A.R.S §15-756-0114 for students with limited English proficiency and additional professional development coordinated with ADE’s Office of English Language Acquisition Services (OELAS) staff. • Additional support required within a Response to Intervention (RTI) plan for struggling students within general education as well as students with disabilities that need special education and coordinated with appropriate professional development offered by ADE’s Exceptional Student Services Comprehensive System of Personnel Development (CSPD) staff.
4.5	Demonstrate alignment of any other initiatives and resources that support the curriculum needs of the Priority School.

Turnaround Intervention 5: Data Informs Instruction	
5.1	Identify and utilize LEA and school-level formative and summative assessments in literacy, mathematics, and science, providing for aligned assessments within and across grades.
5.2	Create a documented, clearly defined and communicated framework for a comprehensive/balanced assessment system including classroom (daily, weekly/monthly, unit), interim/benchmark (screening and quarterly), and statewide (annual) assessments being used and how the results help to make programmatic and instructional decisions.
5.3	Create a documented framework for collecting, storing, accessing, and disseminating district, school, and student-level data.
5.4	Create a formal plan to train and support teachers in using data (from balanced assessment system) to drive instruction which includes formal and informal professional development and is differentiated for new to district teachers.
5.5	Create structures to facilitate frequent, ongoing data-driven conversations related to student learning outcomes using formative, interim, and summative assessments at all stakeholder levels (Teacher Learning Communities).
5.6	Create a process for flexibly grouping students based on data and focused on improvement and acceleration, such as: <ul style="list-style-type: none"> • Response to Intervention (RTI), which is a process that has been used to provide a multi-tiered system of support for students including ELLs and students with disabilities. • Positive Behavioral Intervention Supports (PBIS) is a multi-tiered system of support for behavior support for all students including students with a disability.
5.7	Develop a data system which includes tools for an Early Warning System to identify middle grade and high school students who show early warning signs that they are at risk for dropping out of school.

Turnaround Intervention 6: School Environment Focused on Achievement	
6.1	Address and create or improve the following managerial operations: <ul style="list-style-type: none"> • A well-documented process for the wise use of funds that focuses on student achievement and demonstrates expenditure of sufficient resources, including time, personnel, funding, and technology using many funding sources. • Scheduled time for the LEA and school board to regularly analyze the impact of its decisions on student achievement and stakeholder engagement • Refined management and operational functions to more efficiently streamline district finances that explicitly connect to supporting teaching and learning. • Documented mutually supportive roles of the school board, superintendent, and LEA leadership (e.g., school board develops and sets policy and advocates for the districts; superintendent manages the district which includes hiring, terminating and fiscal management). • Up-to-date compliance of state and federal mandates, as well as school board and district level policies. • A process for evaluating overall improvement capacities, consisting of district structures, policies, processes, and programs intentionally designed to improve organizational capacity and quality.
6.2	Develop or refine current LEA and School Vision that promotes a culture of excellence.
6.3	Create a clearly defined and articulated instructional model for educating “at-risk” populations, including students with disabilities, ELLs, high poverty/mobility, and credit-deficient students.
6.4	Create a plan for systematically sharing information and working collaboratively with stakeholders to achieve the district vision and mission.
6.5	Develop a comprehensive plan to monitor implementation of the LEA’s Continuous Improvement Plan, as well as monitoring of school leadership in its implementation of the improvement plan strategies and action steps of the school plan.
6.6	Create a process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school and LEA goals.
6.7	Provide training to LEA and school board on school improvement and the LCIP and SCIP to build shared academic knowledge, values and commitment of the Priority School(s).
6.8	Establish safety and Codes of Conduct.
6.9	Create policies that support and monitor the code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conducive to teaching and learning.
6.10	Maintain facilities that support a culturally responsive and safe environment conducive to student learning.
6.11	Improve transition practices to include support for students at key transition points.

Turnaround Intervention 7: Engaging Families and Communities	
7.1	Implement strategies such as family literacy to increase effective parental involvement.
7.2	Establish a school improvement team that includes parents and they should be representative of all subgroups within the school.
7.3	School leadership continually assesses the quality and impact of its parent/community communication system utilizing multiple survey strategies. In response to the data, adjustments are made to the system.
7.4	Ensure communication strategies are culturally and linguistically appropriate.
7.5	Establish a system to recruit volunteers is in place that matches the abilities and interests of businesses/community agencies/families with a variety of volunteer opportunities.

Needs Assessment Process

Your team will start the process by identifying, gathering and organizing the data that will be used for the needs assessment. Data should encompass the following areas: School Achievement Data, Programs and Structure Data (school processes), Professional Practices Data, Family and Community Data (demographics).

Resources for Using Data for School Improvement:

“Achieving with Data: How high-performing school systems use data to improve instruction for elementary students”

<http://www.newschools.org/files/AchievingWithData.pdf>

“Guide to Using Data in School Improvement Efforts”

<http://www.learningpt.org/pdfs/datause/guidebook.pdf>

“Using Data for School Improvement (Annenberg Institute)”

<http://pmvillage.org/subpages/Documents/Annenberg%20Using%20Data%20for%20School%20Improvement.pdf>

“SAGE School Improvement Guidebook: Data Types, Sources, and Tools”

http://nde.doe.nv.gov/SchoolImprovement/SageGuidebook/Attachment_6P_-_Data_Sources.pdf

Primary Concerns & Root Causes

Briefly summarize the key findings from site needs assessment, prior Solutions Team Report and/or previous monitoring documents.

Using the most current Achievement Profile, AIMS data and other assessment data (benchmark, formative, and summative); describe student performance including the academic needs of your most at risk students.

In developing your response, consider the following:

- How do our students perform by grade level?
- What are the gaps between groups of students?
- What is the progress achieved by our bottom quartile students?
- What is the difference between performance standards?
- How does our students' performance compare with the state and district?
- How does our students' performance compare with demographically similar high performing schools?
- How have our students performed over time?

What are the top 3-4 **primary concerns** that may be impacting student achievement?
What are the top 3-4 root causes that describe what we are doing, or not doing that might contribute to how our students are performing?

In developing your responses, consider the following:

- What do you see happening?
- What are the specific symptoms?
- What proof do you have that the problem exists?
- How long has the problem existed?
- What is the impact of the problem?
- What sequence of events leads to the problem?
- What conditions allow the problem to occur or continue?
- What other problems surround the occurrence of the central problem?

Possible Categories of Primary Concerns and/or root causes:

- **Poor Programming** – This issue reveals that there is a program and/or practice occurring within the school that directly leads to one or more of your primary concerns for students.
- **Procedural Issue** – This issue describes a school or district policy or procedure or lack of policy or procedure that directly leads to your primary concern for students.
- **Expertise Problem** – This issue means that staffs do not have the expertise to implement strategies that will address the primary concern for students.
- **Lack of Effective Instructional Leadership** – This issue addresses the skills of the principal, as well as, shared leadership within the staff-teachers in leadership roles.
- **Curriculum Problem** – This issue shows that the curriculum is absent or weak – standards, materials, instruction and assessment are not aligned.
- **Limited Areas of Support** – This issue means that the school is providing weak or no programs of support for students who are struggling.
- **Professional Development Problem** – This issue reveals that the staff has not had the appropriate quality of professional development to meet the challenge of the primary concern for students – Lack of follow-up to training provided little or no coaching, lack of time for staff reflection.
- **Lack of professional/collaborative learning community** – There is limited formalized opportunities for staff to interact with a focus on instruction.

Example of Primary Concern:

- The school has very limited access to a curriculum that is vertically and horizontally aligned to common core state standards.

Example of Root Cause:

- The school/district has neglected to provide adequate resources for training of staff to address curricular issues and has been remiss in securing external assistance to address curricular alignment.

Grant Application Section V

Support Options for the 7 Turnaround Interventions

In this section, using evidence from the needs assessment, determine the top two to three interventions your school improvement grant will fund. The funds will be used to provide additional supports aligned to the interventions. You may choose as many options that apply based on your needs assessment. The supports offered in the application are intended to provide additional supports and not fully fund all of your school improvement efforts. Title I funds can be used to fund additional school improvement efforts.

Following is a description of each of the supports offered in the grant application:

LEA & School Improvement Implementation Specialist

LEA and School Improvement Implementation Specialists (IS) are approved Arizona Department of Education (ADE) vendors and will be contracted through the ADE to provide **on-site support** for LEA's and school's in developing, implementing and monitoring continuous improvement plans aligned to the 7 Turnaround Interventions and in deepening capacity to implement processes that are systematic, systemic and sustainable and will lead to increases in student achievement. The IS will be contracted for no more than 50 days of service for each school year. The 50 days will include:

- * **On-site visits (Minimum of 10-additional site visits based on LEA/school needs)**
- * **Desktop support (go-to meetings, webinars, phone calls, reports)**
- * **Attendance at ADE required training days**
- * **Attendance with LEA and/or school at leadership trainings**

The required qualifications for an IS are:

- Master's Degree in Educational Leadership
- Implementation Specialist must have a minimum of 5 years of teaching experience.
- Implementation Specialist must have a minimum of 5 years of administrative experience, having held a position as either: principal, superintendent or similar district, county or state office position.
- Complete the ADE School Improvement required orientation for Implementation Specialists
- Sign and commit to a Code of Ethics
- Ability to travel to LEA and school sites local and/or overnight

The preferred qualifications for an IS are:

- National Institute of School Leadership Certification
- Certified School Improvement Specialist (CSIS) Certification
- Superintendent and/or principal certification
- Instructional and/or leadership coaching experience
- Instructional and/or leadership training(s)
- Experience working with a LEA and school implementing the Transformation or Turnaround Model

LEA and School Improvement Implementation Specialists will provide the following services:

1. Differentiated support for LEA and school leadership based on needs by providing on-site and desktop support to LEA's and schools, attending appropriate trainings with leadership and attending ADE required trainings; not to exceed 50 days per school year.
2. Differentiated support for LEA and school leadership based on needs by providing a minimum of 10 on-site full day visits (minimum of 8 hrs. /day). LEA's and schools with greater needs (number of needed visits will be determined in collaboration with School Improvement Education Program Specialist) will require additional on-site visits.
3. Collaboration with the ADE School Improvement Education Program Specialist to coordinate technical assistance, professional development and monitoring.
4. Coordinate, assist and deliver appropriate coaching, mentoring and professional development for LEA and school leadership in the areas of Continuous Improvement; LEA Leadership; Curriculum and Instructional Systems; Supplemental Supports and Intervention Services; Data, Assessment and Evaluation; and Stakeholder Relations.
5. Provide coaching and mentoring support for LEA and school leadership in the development of LEA and School Continuous Improvement Plans aligned to the 7 Turnaround Interventions including school achievement goals for priority and focus schools targeting subgroups that lead to identification.
6. Review the alignment of LEA and school resources (human, fiscal, etc.) to assist LEA and school leadership in strategic decision making to support development and implementation of LEA and School Continuous Improvement Plans.
7. Provide coaching and mentoring support for LEA and school leadership in implementing and monitoring effectiveness of strategies and action steps in the LEA and School Continuous Improvement Plans.
8. Collect and use data to monitor implementation of the LEA and School Continuous Improvement Plans.
9. Provide coaching and mentoring support for LEA and school leadership in developing, implementing and monitoring continuous improvement processes that are systematic, systemic and sustainable and will lead to increases in student achievement.
10. Provide job-embedded professional development through capacity building coaching for LEA and school leadership.

11. Support LEA and school leadership by attending leadership development trainings with LEA and school and by implementing best practices from trainings.
12. Support, guide and facilitate LEA and school participation in peer network professional development opportunities.

If you chose to have the services of an Implementation Specialist, the LEA will need to give permission in the grant application and sign a letter authorizing ADE to utilize a portion of the LEA's school improvement grant assistance funds to assign an LEA and School Improvement Implementation Specialist.

Professional Learning

The School Improvement and Intervention unit is dedicated to providing Professional Learning opportunities for LEA's, Priority and Focus schools throughout the year. Professional learning will be provided regionally when possible. Priority and Focus schools will have targeted professional development focusing on leadership development.

Leadership teams consisting of a minimum of 2 and no more than 3: **1 LEA representative, 1 Principal** will be required to attend the leadership development trainings (the Turnaround Curriculum Leadership Development recommends 4 team members). If you have chosen an IS then he/she will attend the leadership development trainings with the leadership team, although will not be one of the 3 team members.

Leadership Development is a requirement for Priority schools.

Following is a list of **leadership development options** through the school improvement grant:

AZ LEADS:

The Leadership Institute is a **year-long training program** designed to build, enhance, and reinforce the leadership skills and capacity building required to lead a school in the progress of increasing student achievement and in leading the change process necessary to produce effectiveness. Participating schools will commit to a team of two or three members consisting of:

- Principal (mandatory)
- Superintendent or their designee
- Staff member from the school campus

The Institute consists of eight, full day trainings that are held approximately a month apart. It is highly recommended that those who choose to enroll in the Institute also contract for an Implementation Specialist who will attend all trainings and assist the Principal in implementing appropriate strategies on site. Principals who request the Leadership Institute training and would prefer to forgo the addition of an Implementation Specialist would then be assigned a leadership coach.

AZ LEADS with School Administrator Manager:

The **National SAM Innovation Project** (NSIP), a non-profit organization, has developed an innovative process and set of tools that change the fundamental role of principals from managers to instructional leaders. NSIP helps schools develop systems that allow the principal to devote more time to instructional leadership, activities directly tied to improving teaching and learning.

SAM schools learn to create “First Responders” so the principal is not automatically pulled from instructional work. Leaders learn how to use a cloud-based calendar that serves as the principal’s lesson plan. SAM Implementation Specialists work in the school for several weeks supporting the principal and office staff as they begin SAM work. Office staff receives training in a unique conversation protocol that makes every member of the school community feel valued without immediately involving the principal.

Most principals view the SAM process as a lifeline. They gain control over their day-to-day responsibilities and finally have time to do what they love most—provide guidance and support to their teachers, parents and students.

SAM has been effectively employed in hundreds of schools across the U.S. The first year fee for a school is \$12,900 and includes on-site training and year-long support for the principal, assistant principal(s) and SAM team members. It also covers all expenses (except airfare) for the SAM team to attend the NSIP annual national conference.

To learn more: <http://www.samsconnect.com>

NATIONAL INSTITUTE FOR SCHOOL LEADERSHIP (NISL):

The National Institute for School Leadership (NISL) **18 month program** offers high-quality, research-based professional development programs designed to give principals the critical knowledge and skill they need to be instructional leaders and improve student achievement in their schools.

NISL’s Executive Development Program emphasizes the role of principals as strategic thinkers, instructional leaders and creators of a just, fair and caring culture in which all students meet high standards. It ensures that school leaders can competently and effectively set direction for teachers, support their staffs and design an efficient organization.

The program combines best practices in teaching and learning, subject-area content knowledge, and leadership knowledge and practices, including:

- **Leadership knowledge and skills:** Strategic thinking; strong school culture and team building; data-driven organization; importance of systems; turnaround leadership competencies.
- **Best practices in teaching and learning:** Coaching and teacher supervision; use of standards-based classrooms; formative assessment; instructional teams; compelling school vision; differentiated instruction; and professional learning communities.
- **Subject-area knowledge:** Creating excellent school-wide programs in English language arts, mathematics and science; identifying and coaching towards strong instruction in the content areas.
- **Best practices for delivery of adult curriculum:** 360° assessments; cohort-based; job-embedded learning; simulations; case studies; group discussion; and extended period of study.

Through the train-the-trainer model, districts can deliver the program in-house, minimizing costs and maximizing the impact on instructional leadership in the district.

To learn more: <http://www.nisl.net/>

If you chose to participate in the NISL program, the LEA will need to give permission in the grant application and sign a letter authorizing ADE to utilize a portion of the LEA's school improvement grant assistance funds to provide the National Institute of School Leadership training.

Turnaround Curriculum Leadership Development:

The College of Education, University of Arizona's **3 year Turnaround Curriculum Leadership Development** for leadership teams (principal, two teacher leaders, and district representative) is designed to deliver cost-effective leadership development, build capacity for whole school reform, and improve student outcomes. Turnaround curriculum leaders are those leaders who have the leadership skills and curriculum content and pedagogical knowledge necessary to build capacity for curriculum and instructional improvement.

Institute/Direct Instruction Training: 10 days per year of turnaround leadership practices/Common Core Literacy across the Curriculum. Total of 30 days in 3 years.

Trained Coaches: It is highly recommended that those who choose to enroll in the Institute also contract for an Implementation Specialist who will attend all trainings and provide trained curriculum leadership coaching in order to extend and individualize the turnaround curriculum leadership practices. Schools which prefer to forgo the addition of an Implementation Specialist would then be assigned a trained leadership coach.

Beat the Odds:

Based upon methodology from best-selling author Jim Collins, Beat the Odds is a rigorous, multi-year school improvement program. Beat the Odds research indicates that academic achievement is improved significantly when six characteristics are present at the school: a strong and steady principal, the establishment of a clear bottom line, on-going assessment, collaborative solutions, a program built to suit individual students and a commitment to successful established programs.

The mission of Beat the Odds is to significantly improve individual student achievement and align student performance with national and global standards.

Partner School Goals

- Exceed standards on state assessments
- Increase test scores in reading, writing and math
- Perform better than predicted by demographics

Partner School Objectives

- Implement and practice the **six keys for success**
- Assess and benchmark their school's current academic progress
- Develop an action plan based on the needs of their school population
- Attend partner meetings to gain new knowledge, network and collaborate with others
- Share information through the Beat the Odds website

Our Services and Products

- Mentoring program for principals
- Partner meetings for principals
- Leadership seminars for district staff
- Online resource center
- Recognition program
- Research information

To learn more: <http://www.beattheoddsinstitute.org/index.php>

Educational Service Provider

An educational service provider may be contracted with through the LEA/school to provide support for one or more of the 7 Turnaround Interventions. Determine if the service provider is on the ADE approved vendor list. These providers are for the districts to use at their discretion. **Please note that this is not an all-inclusive list; it includes only those educational service providers who chose to submit materials for review upon invitation for the school improvement RFP.** Arizona is a local control state which allows all schools and districts the freedom to choose their own service providers, including those not awarded through the ADE RFP process. Any district that participates in the State Purchasing Cooperative may use these completed contracts which satisfy school procurement requirements.

Following is the list of awarded providers and their area of award:

External Provider	Leadership Services	Curriculum Services	Assessment Services
A2Z	X	X	X
ACA	X	X	X
Achieve 3000	X	X	X
ACT		X	X
Adaptive Technology	X	X	X
America's Choice	X	X	X
ATI		X	X
Cambium	X	X	X
Collaborative Learning	X	X	
Compass Learning	X	X	X
ENI	X	X	X
Flippen	X	X	X
Global Partnership	X	X	X
Hope Foundation	X	X	X
Houghton Mifflin	X	X	
International Center for Leadership	X	X	X
IRRE	X	X	X
Leaderation	X	X	X
Learning and Leadership	X	X	X
Learning Sciences International	X	X	
LindaMood Bell	X	X	X
McCrel	X	X	X
MI	X	X	X
Mosiaca	X	X	X
National Institute for School Leadership	X		
Pearson	X	X	X
Reliance	X	X	X
Scantron		X	X
Scholastic	X	X	X
SFA	X	X	X
Teachscape	X	X	
WestED	X	X	X
Wireless	X	X	X

Provide a scope of work that delineates the work to be performed and specify the tasks within the scope. Any scope of work must cover the following points:

- What will be done? (Deliverables)
- Who will do what?
- When should it be done? (Timeline for Deliverables)
- Where it should be done?
- How contract performance will be evaluated?
- What are the payment terms and conditions?
- How student achievement will be impacted by the service?

When the scope of work for the educational service provider is not well described and defined, misunderstandings are likely to occur.

Outcomes & Evaluation

For each of the support options chosen (professional learning and/or educational service provider), list a minimum of three expected outcomes the training/service will support in improving student achievement. For each of the outcomes, describe the evaluation plan that will be used to monitor the progress towards meeting the outcomes. The plan must clearly identify the instruments and method(s) for assessing each of the outcomes, including the method for data analysis.

Example 1: Turnaround Intervention 1: Strong, Effective Leadership

Outcome: Arizona Common Core Standards are evident in classroom instruction in all classrooms.

Evaluation: The principal will analyze evidence gathered through classroom observations, informal and formal evaluations to determine whether classroom instruction is aligned to the Arizona Common Core Standards.

Example 2: Turnaround Intervention 2: Effective Teachers

Outcome: The education service provider will provide professional development in lesson planning aligned with AZCCS, instructional modeling, and task analysis for differentiated instruction.

Evaluation: The data on effectiveness of the provider will be gathered through reviewing deliverables: lesson plans, teacher observation tools, and staff evaluations of professional development based on proposed timelines.

Grant Application Section VI

Commitment & Capacity

In this section, describe the commitment and capacity the school board, LEA and school site principal will take to ensure effective implementation of the 7 Turnaround Interventions and adhere to grant requirements including programmatic and fiscal management.

Grant Question	Example
Describe what actions the School Board, LEA and school site principal will continuously demonstrate to increase buy-in and support from staff, families, and community members in order to implement the seven Turnaround Interventions.	Turnaround Intervention 7-Engaging Families and Communities, parents and community members will be informed through a variety of avenues of the opportunity to participate in school improvement workshops, committee meetings, and volunteer activities.
Describe what actions the School Board and LEA will take to ensure the effectiveness of the school site principal in overseeing the turnaround efforts. Refer to seven Turnaround Interventions.	The School Board and LEA will grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) as well as provide professional development to analyze and monitor student data and classroom instruction.
Describe what actions the School Board and LEA will take to ensure the school is implementing a guaranteed and viable curriculum aligned with the Arizona Common Core Standards.	The School Board and LEA will set aside funding to compensate teachers to design curriculum maps based upon Arizona Common Core Standards (ACCS), provide staff development opportunities on ACCS, and allow teachers collaborative planning time for lesson planning and alignment.
Describe what actions the School Board and LEA will take to ensure the school is using a comprehensive data system to inform instruction.	The School Board and LEA will provide Arizona Common Core Standards (ACCS), aligned benchmark assessments, time for the development of common formative and summative assessments, and a software system that allows easy access to individual student data.
Explain the fiscal holder's capacity to manage funds in accordance with applicable Federal and State statues, regulations, program plans, and General Statement of Assurance.	The LEA has policies and procedures in place to properly handle State and Federal Grants, a person designated for this purpose, and a communication system regarding grant management between the school site and LEA.

Grant Application Section VII

Sustainability

In this section, describe how the capacity of the LEA and/or school will be enhanced to continue school improvement efforts once the grant funding/additional supports are no longer available.

Grant Question	Example
How will requested funds build LEA and school capacity to continue school improvement efforts once the grant funding is no longer available?	Capacity will be developed through helping the school build leadership, trust, ownership, and a shared vision of change among school staff; effectively mobilizing district resources to support school change; and using data to drive reform in assessing school performance.

Budget Guidance

In this section, complete the budget summary and line items description in the grant application. Following is a breakdown of expected costs for each of the support options that may be chosen. If applying for more than one school site, then you must complete the school site budget for each site. You must also include each site by site number and name in the line item descriptions.

If requesting an Implementation Specialist or NISL the amount requested will be entered in Section II Site Information NOT in your budget summary and line item description.

LEA & School Improvement Implementation Specialist

If requesting an Implementation Specialist, the amount requested will be entered into your Site Information section. **The amount will be \$20,000 and may be amended to reflect the actual amount of the contract once your Implementation Specialist has been assigned by ADE.**

II. Site Information

Grant Question	Example
Enter the amount requested for a LEA & School Implementation Specialist at this site (\$20,000).	\$20,000
If not requesting an Implementation Specialist enter N/A.	

Professional Learning

If requesting leadership development, the amount requested for NISL will be entered into your Site Information section. The amount requested for all other leadership development will be entered into your site budget summary and line item description.

Leadership Development Options	Length of Training	Cost per Participant (No less than 2)	Maximum Cost not including travel	Location in Grant Application
<i>AZ LEADS Principal Institute</i>	9 Months (9 days)	\$1200/participant (3 recommended) May include travel costs in addition to participation costs.	\$3,600 +travel	Training and travel costs entered into budget summary and line item description.
<i>AZ LEADS with SAMS</i>	9 Months (PI) 2-3 yrs. SAMS	\$1200/participant for Institute (3 recommended) \$12,900 year 1 of SAMS \$6,900 year 2 of SAMS (do not put year 2 in this budget) May include travel costs in addition to participation costs.	\$16,500 +travel	Training and travel costs entered into budget summary and line item description.
<i>NISL</i>	18 Months (36 days*) *number of off-site days may be reduced this coming year	\$10,000/participant (3 recommended) May include travel costs in addition to participation costs.	\$30,000 +travel	Training costs entered into Section II Site Information. Travel costs entered into budget summary and line item description.
<i>UA Turnaround Curriculum</i>	3 years (30 days)	\$30,000/school for 1 year (4 recommended participants per school)	\$30,000 +travel	Training and travel costs entered into budget summary and line item description.
<i>Beat the Odds</i>	3 year process May enroll annually as needed	\$7,500/school for 1 year	+ travel	Training and travel costs entered into budget summary and line item description.

Educational Service Provider

If requesting an educational service provider, the amount requested will be entered into your site budget summary and line item description. If you know who the provider will be and the amount for the contract enter the amount in the budget summary and provide a detailed description in the line item description.

If you have not identified the provider at this time, enter an *estimated amount* in the budget summary and provide a detailed description of the Turnaround Intervention the service will support as well as the following statement: **“Educational Service Provider to be determined in consultation with School Improvement and Intervention section of ADE.”**

Support Services 2100, 2200, 2600, 2700 or Support Services Admin 2300, 2400, 2500, 2900		
Function Code	Object Code	Total Amount
<i>Purchased Professional Services</i>	6300	<i>TBD based on provider services</i>

Grantee recipients are **required** to:

- Keep proper records
- Keep relevant records organized for announced and unannounced site visit
- Submit all SII reports, Self-Readiness Assessment (Priority and Focus schools), and Data Summaries in a timely manner
- Submit Parent Notification and LCIP/SCIP in a complete and timely manner
- Read and understand the approved Priority and Focus School Improvement and Intervention Grant
- Make progress towards the outcomes outlined in the awarded grant and LCIP/SCIP
- Submit and follow the General Statement of Assurance
- Follow the Grant Management Business Rules
- **Meet all deadlines for any Fiscal/Programmatic Amendments:**
 - An amendment request is subject to approval by your Education Program Specialist, before it is moved to the next level.
 - An amendment must be submitted no later than 90 calendar days prior to the project/grant ending date. (Example: Project Ending June 30th – Amendment should be submitted to ADE by April 2).
 - Submit amendments for any fiscal or programmatic change
 - Receive approval for amendments prior to implementing any change in spending or program
- Meet all deadlines for Fiscal Completion Reports
- Be familiar and follow instructions for grant management through the Grants Management Enterprise System through the Arizona Department of Education (handbook and training is available for details, call 602-542-3695)

Grantees failing to meet any single requirement of compliance are subject to compliance actions in the School Improvement Grant Fiscal and Programmatic Accountability Protocol.

Scoring Guidelines & Criteria

Final Grant Scoring Sheet		
School Name:		
Section	Points Possible	Points Received
General Information & Contact Information	1 Points	
Site Contact Information	1 Points	
Accountability Labels	Priority Schools-10 Additional Points	
Needs Assessment	21 points	
Outcomes & Evaluation	21 points	
Commitment & Capacity	15 points	
Sustainability	6 points	
Budget	15 points	
	80 Total Points	

Grant Scoring Ratings			
Exceptional	Good	Basic	Not Addressed
3	2	1	0
Complete, detailed, and clearly articulated information as to how the criteria are met. Provides specific, convincing, and comprehensive evidence. Ideas are thoroughly developed and well-conceived. No inconsistencies or weaknesses exist. Proposal meets or exceeds as minimum requirements.	Adequate information is provided as to how the criteria are met. The information is accurate and pertinent; provides focus, detail, and evidence. Few inconsistencies or weaknesses exist. Proposal meets all minimum requirements.	Limited information is provided as to how the criteria are met. The information lacks specificity or relevance; provides little focus, detail and/or evidence. Some minor inconsistencies and weaknesses exist. Proposal meets some minimum requirements.	Does not address criteria or simply restates the criteria.

Grant Scoring Criteria				
	Yes	No		
I. General Information and Contact Information- 1 Point				
II. Information for each site is entered on a separate page- 1 Point				
III. Accountability Labels (10 Additional Points for Priority Schools)				
IV. Needs Assessment- 21 Points	0	1	2	3
The needs assessment process is clearly described and completed by a team.				
The needs assessment incorporates multiple data points including, but not limited to, classroom observations, surveys, and principal/ teacher evaluations.				
All 7 Turnaround Interventions are clearly addressed.				
Multiple data sources are utilized to indicate and analyze student performance, individual subgroups, and content areas. Multiple data sources include, but are not limited to AIMS results, benchmark tests, formative and summative assessments. Gaps between subgroups are addressed. The bottom quartile student data are addressed.				
Top 3-4 primary concerns are aligned with the findings from the data analysis.				
Top 3-4 root causes are aligned with the findings from the data analysis.				
The need is evident, compelling, and clearly linked to the outcome(s) of the application.				
V. Outcomes & Evaluation- 21 Points	0	1	2	3
The top two to three of the 7 Turnaround Interventions are clearly aligned to the needs identified in the needs assessment.				
If professional learning or educational service provider has been selected, a minimum of three outcomes, including how the outcomes will be evaluated are clearly identified.				
The outcomes are measurable, realistic and support improving student achievement.				
The outcomes are aligned to the primary concerns and root causes.				
The evaluation is described in sufficient detail, including instruments and method(s) for assessing each of the outcomes, including the method for data analysis.				
The evaluation plan clearly monitors progress towards meeting identified outcomes.				
If an educational service provider is chosen, a detailed scope of work is provided which includes deliverables and timeline for deliverables.				

VI. Commitment & Capacity- 15 Points	0	1	2	3
Actions to be taken by the school board, LEA and principal that will support the implementation of the 7 Turnaround Interventions are clearly described.				
Actions to be taken by the school board and LEA to ensure the effectiveness of the school site principal in overseeing turnaround efforts are clearly described.				
Actions to be taken by the School Board and LEA to ensure the school is implementing a guaranteed and viable curriculum aligned with the Arizona Common Core Standards is described in sufficient detail to answer the what and how questions.				
Actions to be taken by the School Board and LEA to ensure the school is using a comprehensive data system to inform instruction are described in sufficient detail. The system described ensures data driven decision making occurs.				
The fiscal holder's capacity to manage funds in accordance with applicable Federal and State statues, regulations, program plans, and General Statement of Assurance is explained in sufficient detail to insure compliance.				
VII. Sustainability – 6 Points	0	1	2	3
The sustainability plan clearly details the LEA's commitment and capacity to continue school improvement efforts once the grant funding is no longer available.				
The LEA and School delineate what specific capacity is being built through this grant; outlining what this capacity looks like; and summarizing how it will sustain continuous improvement.				
Budget – 15 Points	0	1	2	3
The grant application budget presents expenses that are realistic, accurate, and related to the identified needs and expected outcomes.				
There is sufficient detail in the Line Item Description and it is reasonable and clearly explains the proposed use of funds.				
All sections of the budget, including line item descriptions and school site budgets for each site are completed.				
There are no discrepancies between the narrative and the budget.				
The budget consists only of allowable expenses.				