

Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440

TITLE I SCHOOL IMPROVEMENT GRANT (SIG) WEBEX AUDIO CONFERENCE

Agenda

April 7, 2011

- Welcome
- Overview/Purpose of Training
- Documents to Review
 - LEA SIG Application
 - Transformation Model Components
 - LEA Scoring Rubric
 - SIG Budget Guidance
- Questions

If you have questions concerning any of the issues addressed, please contact:

Laurie Matzke, Title I Director
Department of Public Instruction
(701) 328-2284
lmatzke@nd.gov



TITLE I APPLICATION FOR ADDITIONAL PROGRAM IMPROVEMENT FUNDING

DEPARTMENT OF PUBLIC INSTRUCTION

Title I

SFN 52823 (rev. 3-2011)

RETURN TO:
Department of Public Instruction
Title I Office
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

Part A – General Information

Application Funding:

1003 (a)

1003 (g) (SIG)

Name of Applicant – Local Educational Agency			
Mailing Address	City	State	Zip Code
Name of District Authorized Representative	Telephone Number	Fax Number	
Authorized Representative Email Address			
Name of Contact Person for Program Improvement	Telephone Number	Fax Number	
Contact Person's Email Address			

Part B – Certification and Assurances

The applicant hereby assures the Superintendent of Public Instruction that:

1. Parents of participating children, school staff, the school district, and the state have jointly agreed to the selection of providers of technical assistance and the best use of funds for the effective implementation of the program improvement plan. (State required)
2. If this application is approved, program improvement funds will be expended in compliance with the applicable federal laws and regulations and the NDDPI "General Requirements for Federal Programs" manual dated February 1998. (State required)
3. The LEA will use its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the SIG final requirements. (Federally Required)
4. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the SIG final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. (Federally Required)
5. If the LEA implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the SIG final requirements. (Federally Required)
6. The LEA will report to the SEA the school-level data required under section III of the SIG final requirements. (Federally Required)

The signature of the Authorized Representative below indicates the awareness and agreement with the Certification and Assurances listed in this application.

Signature of District Authorized Representative	Date
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Part C – State Approval (For Department Use Only)

Funding Period	Signature of Authorized SEA Official	Date Approved
Year One Amount Approved	Total Amount Approved	

Continuation of SIG funds into years two and three are subject to submission, review, rubric score of annual reports, and achievement data.

Part D – Schools to be Served

The district must include the following information with respect to the schools it will serve. The district must identify each Tier I, Tier II, and Tier III school the district commits to serve and identify the model that the district will use in each Tier I and Tier II school. A district that has a Tier I or Tier II school and does not apply for SIG funds to serve Tier I and Tier II schools may not apply for SIG funds to serve any Tier III schools.

School Name	NCES ID #	Targeted Assistance	Schoolwide	Tiers			Intervention Models <i>(Tiers I and II schools only)</i>			
				Tier I	Tier II	Tier III	Turn-around	Restart	Closure	*Transfor-mation
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Part E – Descriptive Information

- Describe the district’s needs assessment process that demonstrates the analyzation of needs for each school and the selected interventions at each school.
(Tiers I, II and III)

2. Describe the district's capacity to use these funds to provide adequate resources and related support to each of the schools identified in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Refer to criteria listed in Table A as to the areas that need to be addressed. (*Tiers I, II and III*)

Table A: Review Criteria for Capacity
Capacity Factors
High quality staff is available with the capability to implement the selected intervention model successfully.
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.
A commitment by stakeholder groups to support the selected intervention model has been addressed. <ul style="list-style-type: none"> • The teacher's union • Staff • Parents
Commitment of the school board to eliminate barriers and to facilitate full and effective implementation of the models.
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2011-2012 school year has been addressed.
A strategic planning process to successfully support the selection and implementation of the intervention model.
The historical success of recruiting new principals with the credentials and capability to implement the model has been described.
The ability of the LEA to successfully align federal, state, and local funding sources with grant activities and to ensure sustainability of the reform measures.

3. If the district is not applying to serve each Tier I school, explain why there is a lack of capacity to serve each Tier I school. Refer to criteria listed in Table B as to the areas that need to be addressed. (*Tier I only*)

Table B: Review Criteria for Lack of Capacity
Capacity Factors
High quality staff is available with the capability to implement the selected intervention model successfully.
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.
A commitment by stakeholder groups to support the selected intervention model has been addressed. <ul style="list-style-type: none"> • The teacher's union • Staff • Parents
Commitment of the school board to eliminate barriers and to facilitate full and effective implementation of the models.
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2011-2012 school year has been addressed.
A strategic planning process to successfully support the selection and implementation of the intervention model.
The historical success of recruiting new principals with the credentials and capability to implement the model has been described.
The ability of the LEA to successfully align federal, state, and local funding sources with grant activities and to ensure sustainability of the reform measures.

Part E – Descriptive Information (continued)

8. How has the district modified its practices and/or policies to enable each school to implement the interventions fully and effectively? Responses must also have a description outlining how staff was included and an integral part of developing any revised policies and practices.
(Tiers I and II)
9. How does the district plan to sustain the interventions after the funding period ends?
(Tiers I, II and III)
10. Outline the goals the district will use to monitor each school's student achievement. The goals must reflect reading/language arts and mathematics specific to the North Dakota State Assessment.
(Tiers I, II and III)
11. Describe the goals the district has established in order to hold its Tier III schools accountable to receive these funds.
(Tier III only)

School Year:

- 2011-2012 *Includes Pre-Implementation
- 2012-2013
- 2013-2014

Part F-1 – Budget

The district must provide a budget that indicates the amount of funds it will need to implement the interventions in this application. Districts with Tier I and Tier II schools will duplicate this page as necessary as they need to submit a budget for each year of the three years in the grant. An LEA must submit an LEA budget as well as a separate budget for each Tier I, Tier II, and Tier III school the LEA commits to serve. The LEA application requires an LEA to provide a budget that does not exceed \$2 million dollars per year per each Tier I, II, and III school that the LEA commits to serve.

*Pre-implementation enables the district to prepare for full implementation of a SIG model prior to the start of the 2011-2012 school year. As soon as the district receives approval, it may use part of its first year allocation for SIG-related activities. The pre-implementation activities that are not necessary for the full implementation may not be paid for with Title I School Improvement Grant funds.

School Name			
Object Code Number	Object Code Description	Requested Budget	For Department Use Only
			Final Approved Budget
110	Professional Salaries		
120	Non-professional Salaries		
200	Benefits		
300	Purchased Professional & Technical Services		
430	Maintenance		
500	Other Purchased Services/Travel		
600	Materials/Supplies		
730	Equipment		
800	Dues/Memberships/Registration Fees		
900	Indirect Costs		
Total	Total must match total on Part F-2		

600 – These funds are specifically for high quality interventions and activities supported through a thorough needs assessment. Supplies/materials will only be considered if they are necessary to implement the application plan.

730 – Equipment cannot be purchased with these funds unless supported through a needs assessment.

Part F-2 – Budget Narrative Year One

For each line item in Part F-1, please provide a detailed description of the expenditures listed in F-1. If necessary, identify the corresponding schools. Duplicate this page as necessary.

Object Code Number	Description	Amount
Total	Total must match total on Part F-1	

Part G – Waivers (Tiers I and II only)

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

Select each waiver the district will implement as well as each school to which the waiver is applicable

- “Starting over” in the program improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Schools:

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Schools:

DRAFT

SIG Transformation Model

Required Components:

An LEA implementing a transformation model must fully and completely address in their application to the state department how they will comply with the following requirements:

1. Replace the principal who led the school prior to commencement of the transformation model;
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
6. Use Instructional and Student Data Reform

An LEA implementing a transformation model must:

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

academic needs of individual students.

7. Employ Increased Learning Time

An LEA implementing a transformation model must:

- (1) Establish schedules and strategies that provide increased learning time; and
- (2) Provide ongoing mechanisms for family and community engagement.

8. Employ Strategies for Operational Flexibility

An LEA implementing a transformation model must:

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

9. Provide for Ongoing Family and Community Engagement

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole.

10. Obtain Ongoing, Intensive Technical Assistance from the LEA, SEA, or External Partner.

The application will need to outline in detail how the school plans to obtain technical assistance from the LEA, SEA, and/or external provider.

Optional Components:

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide —response-to-intervention|| model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (5) In secondary schools—
 - (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (b) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

NORTH DAKOTA STATE DEPARTMENT OF PUBLIC INSTRUCTION
Rating and Scoring Rubric
Title I Additional Program Improvement Funding

Applicant's Name	<input type="checkbox"/> Tier I <input type="checkbox"/> Tier II <input type="checkbox"/> Tier III	Reviewer
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Summary Page

Part A – General Information	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part B – Certification and Assurances	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part C – State Approval (<i>For Department Use Only</i>)	Not Applicable
Part D – Schools to be Served	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part E – Descriptive Information	Points Awarded
Part F – Budget	Points Awarded
Part G – Waivers	<input type="checkbox"/> Included <input type="checkbox"/> Not Included <input type="checkbox"/> Not Applicable
Total Points	Total Points Awarded

Sections of the scoring rubric indicate scoring “0” when the section does not apply to a particular Tier. This score will not count against a district when reviewing for funding.

	Tier I	Tier II	Tier III
Maximum Points Possible	96	96	96
Minimum Points Needed to be Considered for Award	55	55	55

Any application that receives a score of “0” points in any category is ineligible to receive funding.

Part A – General Information	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part B – Certification and Assurances	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part C – State Approval (For Department Use Only)	Not Applicable
Part D – Schools to be Served	<input type="checkbox"/> Included <input type="checkbox"/> Not Included

Part E – Descriptive Information

1. Describe the district’s needs assessment process that demonstrates the analyzation of needs for each school and the selected interventions at each school. (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The application provided a detailed overview of the needs of the school, students, and community it will serve. The description of the school attendance area was detailed, providing sufficient information for setting up the needs assessment. The description also included charts and/or graphs displaying the results of the data analysis.</p> <p>The district included information from all four measures of data—student achievement data, school programs/process data, student/teacher/parent perceptions data, and demographic data.</p>	<p>The application provided a brief description of the school attendance area including the school neighborhood and economic factors affecting the school. The description was of sufficient extent to help guide the comprehensive needs assessment.</p> <p>The summary of the needs assessments demonstrated that the school included an analysis of data on all students attending the school and that this data was disaggregated and cross analyzed to determine students’ needs.</p>	<p>The application did not provide a detailed description of its school, its students, and/or its community.</p> <p>The needs assessment did not disaggregate data.</p>

Points Possible: 8

Points Awarded:

Comments:

2. Describe the district’s capacity to use these funds to provide adequate resources and related support to each of the schools identified in order to implement, fully and effectively, the required activities of the school intervention model it has selected. (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a proficient evaluation of capacity, including:</p> <ul style="list-style-type: none"> • High qualify staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included (Tier III).</p>	<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a basic evaluation of capacity, including:</p> <ul style="list-style-type: none"> • High qualify staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included (Tier III).</p>	<p>The required activities of the school intervention models did not align to SIG final requirements.</p> <p>Application did not include evaluation of capacity outlined in Table A.</p> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant was not included (Tier III).</p>

Points Possible: 8

Points Awarded:

Comments:

Part E – Descriptive Information (continued)

3. If the district is not applying to serve each Tier I school, explain why there is a lack of capacity to serve each Tier I school. (*Tier I*)

The district explained why they lack the capacity to serve each of its Tier I schools using criteria outlined in Table B (no points).	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable
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4. Describe, in detail, the activities that will occur during the pre-implementation period (spring 2011) and how each activity will better enable the district to implement the SIG activities during the 2011-2012 school year. (*Tiers I and II*)

Acceptable (No Points)	Not Acceptable (No Points)
Interventions were described and focused on helping the school's students meet the state's standards. For Tier I or II schools, the intervention met SIG final requirements. Specific programs, professional development, or activities are fully defined. The application includes pre-implementation activities. These activities may include, but are not limited to: <ul style="list-style-type: none"> • Family and Community Engagement • Rigorous Review of External Providers • Instructional Programs • Staffing/School Leadership • Professional Development and Support Preparation for Accountability Measures	Interventions were not described and did not address the school's plans to meet the state's standards. For Tier I or II schools, the interventions do not meet SIG final requirements. This section does not provide an overview of the main components of the interventions being proposed.

The district described the activities that will occur during the pre-implementation period (spring 2011) and how each activity will better enable the district to implement the SIG activities during the 2011-2012 school year. (no points)	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable
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5. Describe the design and implementation plans for the interventions identified at each school. Please note, if in Tiers I or II, the interventions must meet SIG final requirements. For Tier III, identify the services each Tier III school will receive or the activities each Tier III school will implement. (*Tiers I, II and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
Interventions were described in detail and focused on helping the school's students meet the state's standards. This section provided an excellent overview of the main components of the interventions being proposed. For Tier I or II schools, the intervention met SIG final requirements. Specific programs, professional development, or activities are fully defined in detail. This section provided an excellent overview of the main components of the interventions being proposed.	Interventions were briefly described and focused on helping the school's students meet the state's standards. This section provided a general overview of the main components of the interventions being proposed. For Tier I or II schools, the intervention met SIG final requirements. Application provides moderate detail on proposed programs, professional development, or activities to be implemented. This section provided a general overview of the main components of the interventions being proposed.	Interventions were not described and did not address the school's plans to meet the state's standards. This section does not provide an overview of the main components of the interventions being proposed. For Tier I or II schools, the interventions do not meet SIG final requirements. This section does not provide an overview of the main components of the interventions being proposed.

Points Possible: 8	Points Awarded:
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Comments:

Part E – Descriptive Information (continued)

6. Explain the process used to recruit, screen, and select external providers to ensure quality, if applicable. (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The district has identified in detail the experience level and qualifications of external providers to ensure quality.	The district briefly identified the experience level and qualifications of external providers to ensure quality.	The district has not identified the experience level or qualifications of external providers to ensure quality.
The external provider's qualifications were a key consideration in the recruitment, screening, and selection process.	The external provider's qualifications were somewhat considered in the recruitment, screening, and selection process.	The external provider's qualifications were not considered in the recruitment, screening, and selection process.
Points Possible: 8		Points Awarded:
Comments:		

7. Illustrate the alignment between the interventions outlined and other resources in the school and district. (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
Interventions and other resources were outlined with specific detail. They were aligned in order to fully and effectively implement interventions.	Interventions and other resources were briefly outlined and provide enough support to fully and effectively implement interventions.	Interventions and other resources were not aligned and/or did not support the full and effective implementation of interventions.
The LEA outlined multiple specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	The LEA outlined a few specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	No other federal and state resources were outlined to help support interventions.
Points Possible: 8		Points Awarded:
Comments:		

8. How has the district modified its practices and/or policies to enable each school to implement the interventions fully and effectively? (*Tiers I and II*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
Applicant thoroughly addressed the current barriers faced by the Tier I and II schools. Modifications to practices/policies were described in detail.	Applicant briefly addressed the current barriers faced by the Tier I or II schools. Modifications to practices/policies were described briefly.	Applicant did not address the current barriers faced by the Tier I or II school.
A timeline was included in the description.	A specific timeline was not included, but the narrative outlined the sequence of events.	
Points Possible: 8		Points Awarded:
Comments:		

Part E – Descriptive Information (continued)

9. How does the district plan to sustain the interventions after the funding period ends? (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The district directed resources to short-term, one-time expenditures that will have a long-term payoff for students and educators.</p> <p>For activities that depend on recurring funding, it included a plan for improving systemic efficacy and sustaining systems and programs after funding ends.</p>	<p>The district included activities that will depend on recurring funding, but also included a plan for improving systemic efficacy and sustaining systems and programs after funding ends.</p>	<p>The district did not include a realistic plan for sustaining the interventions after funding ends; no portion of expenditures were directed toward transition costs or improving efficacy of existing systems.</p>
Points Possible: 8		Points Awarded:

Comments:

10. Outline the goals the district will use to monitor each school's student achievement. The goals must reflect reading/language arts and mathematics specific to the North Dakota State Assessment. (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The district's goals were connected to priority needs, the needs assessment, and portrayed a clear and detailed analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal includes realistic and measureable goals and objectives for each school to be served.</p> <p>The district's application included a rigorous plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.</p> <p>The proposal included a plan for monitoring the progress of the SIG on a regular, ongoing basis.</p>	<p>The district's goals were connected to priority needs, the needs assessment, and portrayed a brief analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal lacks realistic and measureable goals and objectives for each school to be served.</p> <p>The district's application included an adequate plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.</p> <p>The proposal included a plan for monitoring the progress of the SIG; however, it is not on a regular, ongoing basis.</p>	<p>Goals were not clearly related to the needs assessment and/or to the priority need areas.</p> <p>Application did not include a plan for measuring and tracking effectiveness and results of proposed Tier III intervention.</p>
Points Possible: 8		Points Awarded:

Comments:

11. Describe the goals the district has established in order to hold its Tier III schools accountable to receive these funds. (*Tier III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The proposal clearly defines the goals the LEA has set to hold the Tier III school accountable.</p> <p>The application specifically describes the activities for each Tier III school served.</p> <p>A timeline for implementation and accountability is included.</p>	<p>The proposal moderately defines the goals the LEA has set to hold the Tier III school accountable.</p> <p>A vague description of services was included for each Tier III school served.</p> <p>A limited timeline was included or a timeline of events was referenced in the narrative.</p>	<p>The proposal does not define the goals the LEA has set to hold the Tier III school accountable.</p> <p>No detailed description of services was included for each Tier III school served.</p> <p>No timeline was included.</p>
Points Possible: 8		Points Awarded:

Score "0" for Tier I and Tier II.

Comments:

Part E – Descriptive Information (continued)

12. Describe the districts consultation with stakeholders regarding the application and implementation of the proposed interventions.
(Tiers I, II, and III)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The district consulted with numerous stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application clearly outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district consulted with some stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application minimally outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district did not consult with stakeholder groups regarding the application and implementation of the proposed interventions or shared responsibility for change.</p>
Points Possible: 8		Points Awarded:
Comments:		

13. Describe the district's (and each school in Tier I, II, or III) timeline outlining the steps it will take to implement the selected interventions. If necessary, identify the corresponding school and intervention.
(Tiers I, II, and III)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The actions the LEA will take to implement the interventions were addressed and thoroughly described in the timeline.</p> <p>The district identified schools and interventions when applicable.</p> <p>The timeline demonstrates that all of the model's elements are/will be implemented at the beginning of the 2011-2012 school year.</p>	<p>The actions the LEA will take to implement the interventions were addressed and briefly described in the timeline.</p> <p>The district identified schools and interventions when applicable.</p> <p>The timeline demonstrates that some of the model's elements are/will be implemented at the beginning of the 2011-2012 school year.</p>	<p>The actions the LEA will take to implement the interventions were not addressed or lacked a description in the timeline.</p> <p>The district did not identify schools and/or interventions when applicable.</p> <p>The timeline demonstrates that none of the model's elements are/will be implemented at the beginning of the 2011-2012 school year.</p>
Points Possible: 8		Points Awarded:
Comments:		

Part F – Budget (Tiers I, II, and III)

F-1 The district must provide a budget that indicates the amount of funds it will need to implement the interventions in this application. Districts with Tier I and Tier II schools will duplicate this page as necessary as they need to submit a budget for each year of the three years in the grant. An LEA must submit an LEA budget as well as a separate budget for each Tier I, II, or III school the LEA commits to serve. The pre-implementation activities that are not necessary for the full implementation may not be paid for with Title I School Improvement Grant funds.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The district submitted a line-itemed budget.</p> <p>The district submitted a budget that reflects amounts requested for each year of a three-year period. (Tier I and Tier II only).</p> <p>Reflects sufficient size and scope to support full and effective implementation of selected model (Tier I and II) or School Improvement Grant (Tier III).</p> <p>The multi-year budget does not exceed \$2 million per year per school.</p> <p>The application includes pre-implementation activities. These activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Family and Community Engagement • Rigorous Review of External Providers • Instructional Programs • Staffing/School Leadership • Professional Development and Support • Preparation for Accountability Measures 	<p>The district submitted a line-itemed budget.</p> <p>The district submitted a budget that reflects amounts requested for each year of a three-year period. (Tier I and Tier II only).</p> <p>The application includes pre-implementation activities. These activities are good; however, are not necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The district did not submit a line-itemed budget.</p> <p>Budgets amounts were omitted or not clearly indicated.</p>
Points Possible: 8		Points Awarded:
Comments:		

F-2 For each line item in Part F-1, please provide a detailed description of the expenditures listed in F-1. If necessary, identify the corresponding schools. Duplicate this page as necessary.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The budget narrative clearly reflected the proposed interventions and activities as supported through the needs assessment.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with the submitted budget, represents the contacts of the proposal, and clearly focuses on the intervention (Tiers I and II) or School Improvement Grant (Tier III).</p> <p>All pre-implementation activities are defined and described.</p>	<p>The budget narrative briefly reflected the proposed interventions and activities.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with the submitted budget, represents the contacts of the proposal, and moderately focuses on the intervention (Tiers I and II) or School Improvement Grant (Tier III).</p> <p>All pre-implementation activities are defined and described. These activities are good; however, are not necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The budget narrative did not reflect the proposed interventions and activities.</p>
Points Possible: 8		Points Awarded:
Comments:		

Part G – Waivers

- Included
- Not Included
- Not Applicable

SIG Budget Guidance

Completing the Application

- All proposed expenditures in the SIG application must be aligned to the data reported in the SIG application as well as the overall goals and initiatives outlined in SIG application. Budgeting requests not supported by data or not a clear part of the SIG reform strategies will be denied.
- In the SIG application, each budget request must be thoroughly described in section F (budget) as well as included in section E -13 (timeline) as well as evident in the appropriate sections of the application. For instance, if the district is requesting funds for monthly book studies on reading, this request should be evident throughout the application, specifically in the following sections:
 - E-1: Needs Assessment (data shows need for professional development in reading)
 - E-4: Pre-implementation Plans (book studies March 15-2011 through June 30, 2011 are justified)
 - E-5: Implementation Plans (book studies June 30, 2011 through June 30, 2012 are justified)
 - E-9: Sustainment (sustainment of book studies after SIG expires is explained)
 - E-13: Timeline (each monthly book study meeting is included in the timeline; includes activities happening both during the pre-implementation period as well as during the regular school year)
 - F-1: Budget (costs for book study stipends, coordination, and supplies are included)
 - F-2: Budget Narrative (costs for book study stipends, coordination, and supplies are defined and described in detail and adequately outline how funds are to be expended)
- All activities incorporated into the application must fall within the eligible grant period of March 15, 2011 through June 30, 2012. Activities falling before March 15, 2011 or after June 30, 2012 will be denied.
- School districts can only provide educators with a stipend during non-work times; otherwise, it is considered double dipping. A stipend to attend after hour functions, to work on their own time, or attend events during weekends or summertime is appropriate. Schools cannot provide a stipend if staff are already being paid for their time.
- These funds are specifically intended for high quality professional development and student interventions that will ultimately have a positive effect on student performance. All activities outlined in SIG must be supported and justified through a thorough needs assessment.
 1. Supplies/materials (object code 600) will only be considered if they are necessary to implement the application plan.
 2. Equipment (object code 730) cannot be purchased with these funds unless supported through a needs assessment. Computer purchases are not allowed with SIG funds.
- Indirect costs (object code 900) cannot be claimed on a School Improvement Grants (SIG).

- Please ensure all activities and expenditures are coded correctly. Please use the chart below to help determine the appropriate object code.

Object Code	Example	Object Code	Example
110	Professional Salaries – salaries paid to certified individuals; includes substitute teacher salary and teacher stipends	580	Travel – expenditures for staff travel, including mileage, airline tickets, taxi fares, meals, lodging
120	Non-Professional Salaries – salaries paid to other staff that are not certificated; i.e., paraprofessionals, secretaries, teachers’ aides, bus drivers	600	Materials/Supplies – expendable items that are consumed, worn out, or deteriorated in use; includes equipment that costs less than \$750, freight, books, school supplies; <u>must be necessary in order to implement SIG and justified through needs assessment</u>
200	Employee Benefits – payments that are not part of gross salary made on behalf of employee; i.e., insurance, Social Security, retirement, unemployment compensation, Workers Compensation, annual leave, sick leave; benefits must be paid for subs and stipends	730	Equipment – includes equipment that costs more than \$750 per item and always computers regardless of the cost; <u>must be necessary in order to implement SIG and justified through needs assessment; computers are not allowed</u>
300	Purchased Services – purchased services for which the district has a contract on file (includes speaker fees, and on-site professional development)	800	Dues, Memberships, Registration Fees. (includes subscription fees and license fees)
430	Maintenance – repair of equipment	900	Indirect Costs – <u>not allowable in SIG</u>

Record Keeping

- SIG funds cannot be spent outside of the grant award period, beginning with the approval date. For example, if a district receives the SIG approval on March 2, all expenditures must occur after this date.
- Budget revisions must be submitted if the district is planning to utilize funds in a different manner than what was described in the SIG application. Approval must be granted prior to expending funds.
- SIG funds must be tracked and requested separately from the district’s other Title I funding.
- Documentation of expenditures must be maintained. Receipts must be kept for all expenditures charged to the SIG. Receipts for expenditures may be requested when the district submits its follow-up report and collects final reimbursement at the end of the school year. Outlined below are examples of the documentation that should be retained.
 - Off Site Professional Development – Funds used to have staff participate in a conference or workshop must be documented through copies of motel receipts indicating name of participant; flight itineraries and ticket stubs for airline fares; registration receipts; and taxi or transportation fare receipts as applicable.
 - Salary and Benefits – Documentation may be maintained through a SIG ledger. The ledger would need to show the amount appropriated for salary, the amount spent during the school year and the balance remaining.
 - On Site Professional Development – Funds used to pay staff to work in study groups or attend training sessions on site you must documented through sign in sheets. Sign in sheets must be available for every session and must include: the date of session, signatures of participants, and number of hours each participant attended.
 - Purchased Professional and Technical Services – Funds used to contract services must be documented through a written, executed contract.
- It is imperative that the ledger sheets kept at the school district’s fiscal office match the approved budget on file in the state Title I office.