**Louisiana Department of Education**

**FY13 1003(g) School Improvement Grant**

**LEA Application Narrative**

|  |  |
| --- | --- |
| **Official Name of LEA (Agency/Organization)** |   |
|  |  |
| **Name of Superintendent/CEO** |   |
| **Phone Number** |   |
| **E-Mail Address** |  |
| **Mailing Address** |  |
| **City, State** |  |
| **ZIP Code** |   |
|  |  |
| **Name and Title of LEA Grant Contact Person** |   |
| **Phone Number** |   |
| **E-Mail Address** |   |
|  |  |
| **Name and Title of Fiscal Contact Person** |   |
| **Phone Number** |   |
| **E-Mail Address** |   |

|  |
| --- |
| **A. SCHOOLS TO BE SERVED: Provide the following information about the school(s) to be served with a School Improvement Grant.** |
| Identify each Priority School the LEA commits to serve and identify the model the LEA will use in each.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | **INTERVENTION MODEL** |  |
|  | **SCHOOL NAME** | **SITE CODE****(7 digits)** | **NCES ID** **(12 digits)** | **Turn-****around** | **Restart** | **Closure** | **Trans-****formation\*** | **AMOUNT****REQUESTED** |
| 1 |  |  |  |  |  |  |  | $ |
| 2 |  |  |  |  |  |  |  | $ |
| 3 |  |  |  |  |  |  |  | $ |
| 4 |  |  |  |  |  |  |  | $ |
| 5 |  |  |  |  |  |  |  | $ |
| 6 |  |  |  |  |  |  |  | $ |
| 7 |  |  |  |  |  |  |  | $ |
| 8 |  |  |  |  |  |  |  | $ |
| 9 |  |  |  |  |  |  |  | $ |
| 10 |  |  |  |  |  |  |  | $ |
|  | **TOTAL** |  |  |  |  |  |  | **$** |

*\* An LEA that has nine or more Priority Schools may not implement the transformation model in more than 50 percent of those schools.* |

**School Profiles**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SCHOOL NAME** | **Rurality (Rural, Suburban, Urban)** | **% Free/Reduced Lunch** | **SY13-14 Enrollment** | **AnticipatedSY14-15 Enrollment** | **AnticipatedSY15-16 Enrollment** | **AnticipatedSY16-17 Enrollment** |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |

Additional information concerning contact information or school profiles (optional):

|  |
| --- |
|  |

|  |
| --- |
| **Has the LEA been awarded a SIG grant prior to SY13-14?** |
| **🞎 Yes** | **🞎 No** |

If the LEA was awarded a SIG grant prior to SY13-14, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

|  |
| --- |
|  |

|  |
| --- |
| **B. DESCRIPTIVE INFORMATION: Provide the following information for each school.** |

1. **Why is the LEA applying for SIG funds to serve the Priority School(s) it commits to serve? What was the basis for selecting the Intervention Model(s) to address the identified needs? What are the expected outcomes?**

**Needs Assessment Aligned with Interventions.** For each Priority School that the LEA commits to serve, discuss how the LEA analyzed the needs of each school (such as instructional programs, school leadership and school infrastructure) and selected interventions for each school aligned to the needs each school has identified. Describe the needs identified at each Priority school that the LEA commits to serve. Explain the process that the LEA used to determine the intervention model(s) selected to meet those needs. Describe the LEA’s comprehensive theory of change for addressing the needs of identified persistently low-achieving schools and how SIG funds will be part of a comprehensive approach to addressing these needs. Include in the description a high-level summary of how the LEA will use SIG funds to support the implementation of proven strategies that result in increased student achievement.

**Goals.** Describe the goals the LEA has established to hold accountable the Priority Schools that receive a school improvement grant.

**Monitoring.** Describe how the LEA will monitor each Priority School that receives school improvement funds, including by:

1. Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
2. Measuring progress on the leading indicators as defined in the final requirements (viz., number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA’s teacher evaluation system; and teacher attendance rate).

|  |
| --- |
|  |

**SPS Performance Goals.** Enter the existing School Performance Score (SPS) for each school for the requested years. Then, use that data to set performance goals for the three-year period in which SIG funds may be provided.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School Name** | **2011-12 SPS** | **2013-14 SPS** | **2014-15 SPS** | **2015-16 SPS** | **2016-17 SPS** | **Overall Growth** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Percent Proficient Performance Goals.** Enter the reading/language arts and mathematics percent proficient data for each school for the requested years. Then use that data to set performance goals during the three-year period in which SIG funds may be provided.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School Name** | **2011-12 % Proficient** | **2013-14 % Proficient** | **2014-15 % Proficient** | **2015-16 % Proficient** | **2016-17 % Proficient** | **Overall Growth** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

1. **Does the LEA have the capacity to support the Priority School(s) it commits to serve?**

**Capacity.** Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to each Priority School identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. If the LEA lacks the capacity to serve all of its Priority Schools, explain why the LEA lacks the capacity and how it will be able to address the needs of the Priority Schools that the LEA commits to serve.

**Resources Aligned with Interventions.** Discuss how the LEA will ensure that each Priority School it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement grant and that those resources are aligned with the interventions. Where applicable, describe how the LEA will align other resources with the interventions. Consider, for example, such resources as local, State or federal funds (including 1003[a]; Title I, Part A; Title II;
Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical health and mental health needs of students. Describe how the LEA will coordinate or integrate programs and activities at each Priority School that the LEA commits to serve.

**External Providers.** If applicable, describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers to ensure their quality.

**Sustainability.** Describe the actions the LEA has taken, or will take, to sustain the reforms after the funding period ends.

|  |
| --- |
|  |

1. **How will the Intervention Model(s) be implemented at each Priority School the LEA commits to serve?**

**Interventions.** Describe the actions the LEA has taken, or will take, to design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model. If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

1) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);

2) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,

3) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.

**Services.** Describe the services the Priority School(s) will receive and/or what activities the school(s) will implement using SIG funds.

**Timeline.** Describe the timeline delineating the steps the LEA will take to implement the selected intervention in each Priority School identified in the LEA’s application.

**Practices and Policies.** Describe the actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Practices and policies may include, but are not limited to, those relating to staffing, Union issues, school board issues, increased learning time, etc.

**Stakeholders.** Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority Schools. In particular, describe how the LEA plans to increase parent and community engagement in each Priority School identified in the LEA’s application.

|  |
| --- |
|  |

|  |
| --- |
| **C. BUDGET: Include the FY13 LEA Application Budget form with this LEA Application Narrative. The LEA budget must indicate an amount of the school improvement grant the LEA will use each year in each Priority School it commits to serve.** |

In the FY13 LEA Application Budget form, provide a budget that indicates an amount of the school improvement grant the LEA will use each year to:

* Implement the selected model in each Priority School it commits to serve;
* Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority Schools; and
* Support school improvement activities, at the school or LEA level, for each school identified in the LEA’s application.

|  |
| --- |
| **LEA Application Budget Form included with this application:** |
| **🞎 Yes** | **🞎 No** |

**Budget Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School Name** | **Year 1 Budget** | **Year 2****Budget** | **Year 3****Budget** | **Three-Year****Total** |
|  | **Pre-****Implementation** | **Year 1** |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
|  | **LEA Activities** |  |  |  |  |
|  | **TOTAL BUDGET** |  |  |  |  |

If SIG funds will be used by the LEA/CMO, describe how the funds will be used to support SIG activities.

|  |
| --- |
|  |

*Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority School the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan. An LEA’s budget for each year may not exceed the number of Priority Schools it commits to serve multiplied by $2,000,000 (not to exceed $6,000,000 per school over three years). The minimum amount of funding an LEA may request is $50,000 per school.*

|  |
| --- |
| **D. ASURANCES: Provide the following assurances as part of the application for a School Improvement Grant.** |

The LEA must assure that it will:

1. Use its School Improvement Grant to implement, fully and effectively, an intervention in each Priority School that the LEA commits to serve consistent with the final requirements;
2. 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 final requirements in order to monitor each Priority School that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its Priority Schools that receive school improvement funds;
3. If it implements a restart model in a Priority School, include in its contract or agreement terms the authority to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
4. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
5. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
6. Report to the SEA the school-level data required under section III of the final requirements.

|  |
| --- |
| **LEA agrees to Assurances:** |
| **🞎 Yes** | **🞎 No** |

|  |
| --- |
| **E. TIMELINE: Use the charts below to provide a brief timeline for implementation of the SIG intervention model(s) at the school(s) the LEA commits to serve. Include significant grant activities, budget items, deliverables, etc. Where applicable, specify any SIG-funded activities to be provided by the LEA.** |

| **Pre-Implementation Activities (Optional)****Intervention Activities** |
| --- |
| ***Sept. 2011 - April 2013*** | ***May 2013 - August 2013(Pre-Implementation Period)*** |
|  |  |

| **Year 1: 2014 - 2015 School Year****Intervention Activities** |
| --- |
| ***First Semester*** | ***Second Semester*** | ***Summer*** |
|  |  |  |

| **Year 2: 2015 - 2016 School Year****Intervention Activities** |
| --- |
| ***First Semester*** | ***Second Semester*** | ***Summer*** |
|  |  |  |

|  |
| --- |
| **Year 3: 2016 - 2017 School Year****Intervention Activities** |
| ***First Semester*** | ***Second Semester*** | ***Summer*** |
|  |  |  |