

**Louisiana Department of Education
 FY14 1003(g) School Improvement Grant
 LEA Application Narrative**

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

Planning Purposes Only

A. SCHOOL TO BE SERVED: Provide information about the school to be served with a School Improvement Grant.

Official Name of School	Site Code (6 digits)	NCES ID (12 digits)	Priority or Focus School	Intervention Model*	Amount Requested
					\$

* Select one of the following: Turnaround, Restart, Closure, Transformation, Evidence-Based Whole School Reform Model or Early Learning Model.

School Profile

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20

*Complete for all years for which funding is requested.

Has the LEA been awarded a SIG grant prior to SY14-15?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No

If the LEA was awarded a SIG grant prior to SY14-15, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

Optional: Additional contact information or information about the school to be served:

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SECTION 1: SCHOOL NEEDS

- 1) **Needs Assessment.** Describe how the LEA has analyzed the needs of the school (e.g., instructional programs, school leadership and school infrastructure) based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and how the selected intervention(s) aligns to the needs of the school.

- 2) Describe the identified need and explain the process that the LEA used to determine the intervention model 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.

- 3) **Family and Community Input.** Describe how the LEA has taken into consideration family and community input in selecting the intervention.

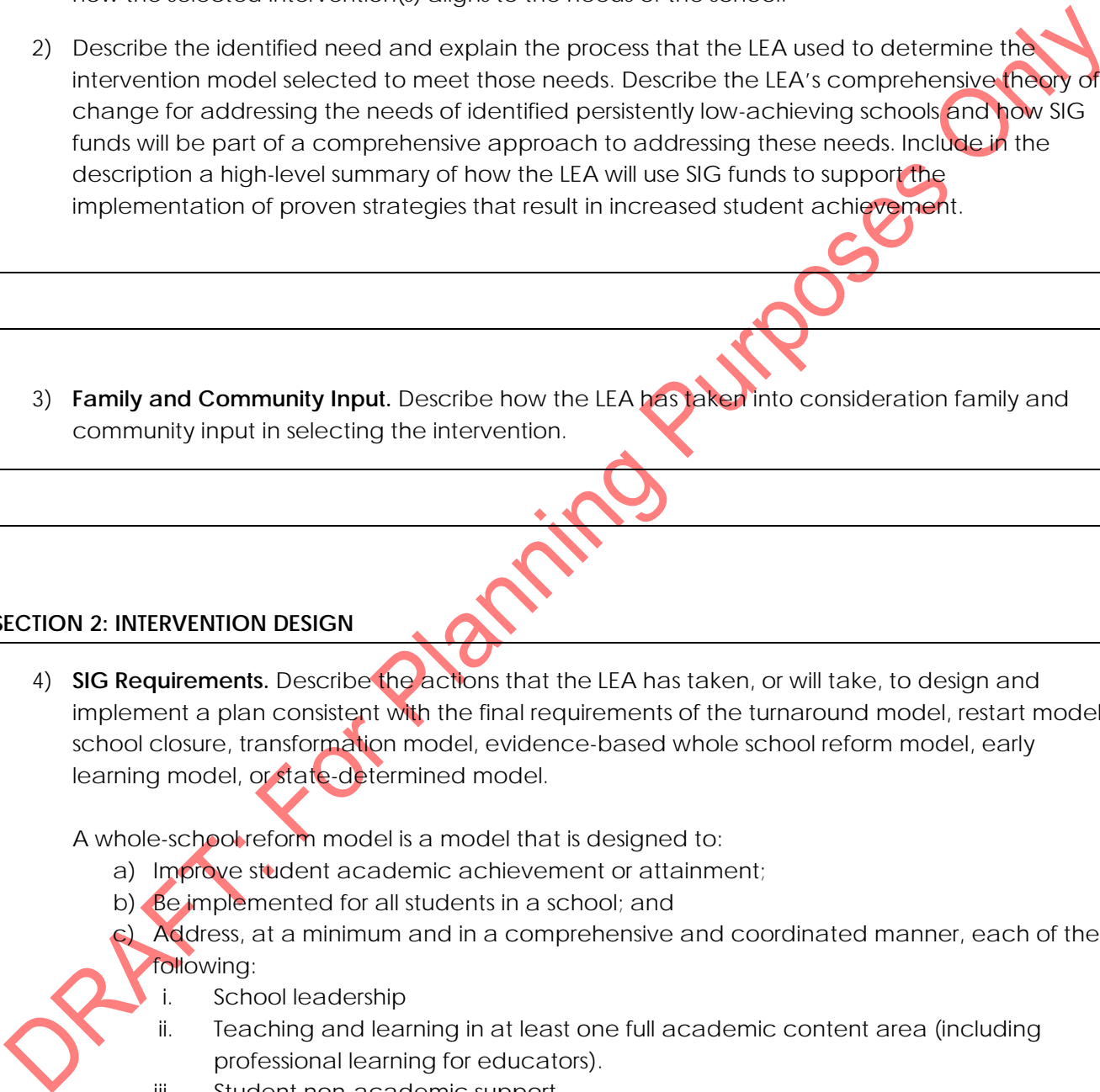
SECTION 2: INTERVENTION DESIGN

- 4) **SIG Requirements.** Describe the actions that the LEA has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

A whole-school reform model is a model that is designed to:

- a) Improve student academic achievement or attainment;
- b) Be implemented for all students in a school; and
- c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
 - i. School leadership
 - ii. Teaching and learning in at least one full academic content area (including professional learning for educators).
 - iii. Student non-academic support.
 - iv. Family and community engagement.

If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:



- a) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- b) 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,
- c) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.

Describe the services the school will receive and/or what activities the school will implement using SIG funds.

- 5) **Evidence-Based Strategies.** Describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
- 6) The LEA should at least include one strategy that relates to quality curriculum development that aligns with the State’s academic standards. For Priority schools, the State has identified two additional priorities for which LEA’s may choose to align evidence-base strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

- 7) **External Providers.** *(If applicable)* The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

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- 8) **Planning/Pre-Implementation.** (For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school) Describe planning and other pre-implementation activities, provide a timeline for implementing those activities, and describe how those activities will lead to successful implementation of the selected intervention.

- 9) **Family and Community Engagement.** Describe how the LEA will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

SECTION 3: GOALS

- 10) **Monitoring.** Describe how the LEA will monitor each Tier I and Tier II school, or each priority and focus school, that receives school improvement funds, including by:

- a) Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics

SPS Performance Goals. Complete the table below by entering the actual and projected School Performance Score(s) for each year in which the LEA is requested School Improvement funds.

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS

Percent Proficient Performance Goals. Complete a table below by entering the actual and projected reading/language arts and mathematics percent proficient data for each year in which the LEA is requested School Improvement funds. Example – if the LEA is requesting funds for a school that serves grades K-8, an application may include tables for 4th grade math, 4th grade reading/language arts, 8th grade math, and 8th grade reading/language arts.

Grade:		Subject:				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20

Grade:		Subject:				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20

- b) Establishing and measuring progress of annual goals beyond State assessments that the LEA will use to measure the success of the selected interventions that, if met, will result in the school meeting the annual student achievement goals on State assessments.

[Applicants may insert additional tables]

- c) 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).

- 11) **Oversight and Support.** Describe how it will provide effective oversight and support for implementation of the selected intervention for the school the LEA proposes to serve (for example, by creating an LEA turnaround office).

- 12) **Accountability.** *(If applicable)* Describe how the LEA will hold the charter school operator, CMO, EMO or other external provider accountable for meeting grant requirements.

SECTION 4: LEA STRATEGY

13) **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 Tier I and Tier II school, or each priority and focus school, identified in the LEA's application(s) in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

14) **Resource Alignment.** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

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 the school that the LEA commits to serve.

15) **Practices and Policies.** The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention 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.

16) **Sustainability.** Describe how the LEA will sustain the reforms after the funding period ends.

SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)

17) **REAP.** (For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA [Rural Education Assistance Program] that chooses to modify one element of the turnaround or transformation model) Describe how the LEA will meet the intent and purpose of an element of the turnaround or transformation model that the LEA chooses to modify.

18) **Whole-School Model.** (For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools) Describe how the LEA will:

- d) Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- e) Partner with a whole school reform model developer, as defined in the SIG requirements.

19) **Restart Model.** (For an LEA that applies to implement the restart model in one or more eligible schools) Describe the rigorous review process (as described in the final requirements) the LEA has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

20) **Timeline.** The LEA must include a timeline delineating the steps the LEA will take to implement the selected intervention at the identified school.

See Section E.

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C. BUDGET: Include the FY14 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 the school it commits to serve.

In the FY14 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 the school the LEA commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s schools; and
- Support school improvement activities, at the school or LEA level,

LEA Application Budget Form included with this application:

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Budget Summary

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in the school it proposes to serve and the funds it will use to conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools, or priority and focus schools.

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 Tier I, Tier II, priority, or focus 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 budget plan. Additionally, an LEA’s budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority and focus schools, it commits to serve multiplied by \$2,000,000

1. LEA/CMO Proposing a 3-Year Implementation Plan for a School

	Year 1	Year 2	Year 3	3-Year Total
School-Level Activities	\$	\$	\$	\$
LEA/CMO-Level Activities	\$		\$	\$
Total Budget	\$	\$	\$	\$

Year 1 Budget: Full Implementation
 Year 2 Budget: Full Implementation
 Year 3 Budget: Full Implementation

2. LEA/CMO Proposing to Implement a Model at a School on the First Day of the Upcoming School Year

	Year 1		Year 2	Year 3	Year 4	Year 5	5-Year Total
	Pre-Implementation	Full Implementation					
School-Level Activities	\$	\$	\$	\$	\$	\$	\$
LEA/CMO-Level Activities	\$		\$	\$	\$	\$	\$
Total Budget	\$		\$	\$	\$	\$	\$

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

3. LEA/CMO Proposing a Planning Year for a School

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
School-Level Activities	\$	\$	\$	\$	\$	\$
LEA/CMO-Level Activities	\$		\$	\$	\$	\$
Total Budget	\$	\$	\$	\$	\$	\$

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Full Implementation

Year 5 Budget: Sustainability Activities

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D. ASSURANCES: 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 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 school that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its schools that receive school improvement funds;
- 3) If it implements a restart model in a 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:	
<input type="checkbox"/> Yes	<input type="checkbox"/> No

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E. **TIMELINE:** Use the charts below to provide a brief timeline for implementation of the SIG intervention model at the school 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.

<p>Year 1: 2015 - 2016 School Year</p> <p>Intervention Activities</p> <p> <input type="checkbox"/> Check here if Year 1 is for Planning <input type="checkbox"/> Check here if Year 1 is for Pre-Implementation <input type="checkbox"/> Check here if Year 1 is for Full Implementation </p>		
<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>

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Year 2: 2016 - 2017 School Year

Intervention Activities

Year 2 is for Full Implementation

Activities	Timeline	Costs

DRAFT: For Planning Purposes Only

Year 3: 2017 - 2018 School Year

Intervention Activities

Year 3 is for Full Implementation

Activities	Timeline	Costs

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Year 4: 2018 - 2019 School Year

Intervention Activities

- Check here if Year 4 is for Full Implementation (Optional)
- Check here if Year 4 is for Sustainability Activities (Optional)

Activities	Timeline	Costs

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Year 5: 2020 - 2021 School Year

Intervention Activities

Check here if Year 5 is for Sustainability Activities (Optional)

Activities	Timeline	Costs

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