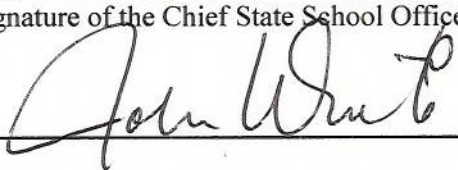


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Louisiana Department of Education</p>	<p>Applicant's Mailing Address: Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Stephen J. Osborn</p> <p>Position and Office: Assistant Superintendent, Office of Student Programs</p> <p>Contact's Mailing Address: Louisiana Department of Education Office of Student Programs P.O. Box 94064 Baton Rouge, LA 70804-9064</p> <p>Telephone: 225-342-3900</p> <p>Fax: 225-342-7367</p> <p>Email address: Stephen.Osborn@la.gov</p>	
<p>Chief State School Officer (Printed Name): Mr. John White</p>	<p>Telephone: 225-342-3607</p>
<p>Signature of the Chief State School Officer:  X </p>	<p>Date:  12/20/2013</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

School Improvement Grants

# Application for FY 2013 New Awards Competition

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** Louisiana



U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

## FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before November 15, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Louisiana Department of Education	Applicant's Mailing Address: Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064
State Contact for the School Improvement Grant  Name: Stephen J. Osborn  Position and Office: Assistant Superintendent, Office of Student Programs  Contact's Mailing Address: Louisiana Department of Education Office of Student Programs P.O. Box 94064 Baton Rouge, LA 70804-9064   Telephone: 225-342-3900  Fax: 225-342-7367  Email address: Stephen.Osborn@la.gov	
Chief State School Officer (Printed Name): Mr. John White	Telephone: 225-342-3607
Signature of the Chief State School Officer:  X	Date:  2/26/2014
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

District	LEA NCES ID	School	School NCES ID	Priority	Graduation Rate	Site Code	Eligible for 1003(g) SIG	Cohort
Recovery School District-LDE	2200054	A.P. Tureaud Elementary School	00869	Yes		396019	Yes	
RSD-Akili Academy of New Orleans	2200133	Akili Academy of New Orleans	02071	Yes		381001	Yes	1*
RSD-Broadmoor Charter School Board	2200130	Andrew H. Wilson Charter School	00979	Yes		388001	Yes	
RSD-Arise Academy	2200141	Arise Academy	02278	Yes		373001	Yes	1*
RSD-FirstLine Schools, Inc.	2200046	Arthur Ashe Charter School	00947	Yes		399002	Yes	1*
Recovery School District-LDE	2200054	Benjamin Banneker Elementary School	00935	Yes		396003	Yes	
Recovery School District-LDE	2200054	Capitol High School	02318	Yes	90.6	396202	Yes	
RSD-Crescent Leadership Academy	2200164	Crescent Leadership Academy	02020	Yes		361001	Yes	
Recovery School District-LDE	2200054	Crestworth Middle School	00368	Yes		396210	Yes	

Recovery School District-LDE	2200054	Dalton Elementary School	00370	Yes		396208	Yes	1
RSD-Friends of King	2200049	Dr. Martin Luther King Charter School for Sci/Tech	00414	Yes	>95	391001	Yes	
RSD-Algiers Charter Schools Association (ACSA)	2200053	Dwight D. Eisenhower Elementary School	00883	Yes		395002	Yes	
RSD-Spirit of Excellence Academy	2200154	Edgar P. Harney Spirit of Excellence Academy	01800	Yes		367001	Yes	
RSD-Community Leaders Advocating Student Success	2200162	Fannie C. Williams Charter School	02062	Yes		364001	Yes	
RSD-New Beginnings Schools Foundation	2200043	Gentilly Terrace Elementary School	00893	Yes		300004	Yes	
Recovery School District-LDE	2200054	Glen Oaks Middle School	00377	Yes		396205	Yes	1
RSD-Dryades YMCA	2200048	James M. Singleton Charter School	01208	Yes		390001	Yes	
RSD-FirstLine Schools, Inc.	2200046	John Dibert Community School	00877	Yes		399004	Yes	1
RSD-Future Is Now Schools: New Orleans, Inc.	2200165	John McDonogh High School	00928	Yes		362001	Yes	
RSD-Friends of King	2200049	Joseph A. Craig Charter School	00870	Yes		391002	Yes	
RSD-Pelican Educational Foundation	2200131	Kenilworth Science and Technology Charter School	00389	Yes		389002	Yes	
RSD-Knowledge is Power Program (KIPP) N.O.	2200045	KIPP Believe College Prep (Phillips)	00958	Yes		398001	Yes	
RSD-Knowledge is Power Program (KIPP) N.O.	2200045	KIPP Central City Academy	02043	Yes		398003	Yes	
RSD-Knowledge is Power Program (KIPP) N.O.	2200045	KIPP Central City Primary	02079	Yes		398004	Yes	1
RSD-Knowledge is Power Program (KIPP) N.O.	2200045	KIPP McDonogh 15 School for the Creative Arts	00932	Yes		398002	Yes	
RSD-Knowledge is Power Program (KIPP) N.O.	2200045	KIPP New Orleans Leadership Academy	02307	Yes		398006	Yes	
RSD-Lagniappe Academies of New Orleans	2200153	Lagniappe Academy of New Orleans	02300	Yes		366001	Yes	
RSD-New Beginnings Schools Foundation	2200043	Lake Area New Tech Early College High School	02277	Yes	90.8	300003	Yes	
Recovery School District-LDE	2200054	Lanier Elementary School	00391	Yes		396209	Yes	
Recovery School District-LDE	2200054	Linear Leadership Academy	00174	Yes		396201	Yes	
RSD-Shreveport Charter School, Inc.	2200142	Linwood Public Charter School	00175	Yes		371001	Yes	
RSD-Algiers Charter Schools Association (ACSA)	2200053	Lord Beaconsfield Landry-Oliver Perry Walker High	00972	Yes	79.4	395005	Yes	

RSD-Algiers Charter Schools Association (ACSA)	2200053	Martin Behrman Elementary School	00853	Yes		395001	Yes	
RSD-Better Choice Foundation	n/a	Mary D. Coghill Charter School	n/a	Yes		3A5001	Yes	
RSD-Algiers Charter Schools Association (ACSA)	2200053	McDonogh #32 Elementary School	00938	Yes		395004	Yes	
RSD-Arise Academy	2200141	Mildred Osborne Charter School	n/a	Yes		373002	Yes	
RSD-Miller-McCoy Academy for Math and Business	2200135	Miller-McCoy Academy for Mathematics and Business	02067	Yes	75	384001	Yes	
RSD-Morris Jeff Community School	2200152	Morris Jeff Community School	02297	Yes		368001	Yes	
RSD-New Beginnings Schools Foundation	2200043	Nelson Elementary School	00949	Yes		300002	Yes	1*
RSD-New Beginnings Schools Foundation	2200043	Pierre A. Capdau Learning Academy	00860	Yes		300001	Yes	1*
Recovery School District-LDE	2200054	Pointe Coupee Central High School	02002	Yes		396207	Yes	1*
RSD-ReNEW-Reinventing Education, Inc.	2200043	ReNEW Cultural Arts Academy	02018	Yes		369001	Yes	1*
RSD-ReNEW-Reinventing Education, Inc.	2200043	ReNEW SciTech Academy at Laurel	00917	Yes		369002	Yes	1*
RSD-FirstLine Schools, Inc.	2200046	Samuel J. Green Charter School	00897	Yes		399001	Yes	1*
Recovery School District-LDE	2200054	Sarah Towles Reed Senior High School	01933	Yes	57.4	396017	Yes	1*
RSD-Collegiate Academies	2200132	Sci Academy	02068	Yes	77.4	382001	Yes	1*
RSD-Institute for Academic Excellence	2200044	Sophie B. Wright Learning Academy	00981	Yes	86.4	397001	Yes	
RSD-Success Preparatory Academy	2200144	Success Preparatory Academy	02283	Yes		374001	Yes	1*
RSD-Educators for Quality Alternatives	2200167	The NET Charter High School	02340	Yes		360001	Yes	
RSD-Algiers Charter Schools Association (ACSA)	2200053	William J. Fischer Elementary School	00885	Yes		395003	Yes	
RSD-Algiers Charter Schools Association (ACSA)	2200053	Algiers Technology Academy	02057	Yes	61.2	395007	No	2
RSD-New Orleans College Preparatory Academies	2200128	Cohen College Prep	02341	Yes		385002	No	3
RSD-Choice Foundation	2200051	Esperanza Charter School	00872	Yes		393002	No	4
RSD-Collegiate Academies	2200132	G. W. Carver Collegiate Academy	02334	Yes		382002	No	3
RSD-Collegiate Academies	2200132	G. W. Carver Preparatory Academy	02337	Yes		382003	No	4



Recovery School District-LDE	2200054	G.W. Carver High School	00861	Yes	73.9	396026	No	3
RSD-Crescent City Schools	2200164	Harriet Tubman Charter School	00946	Yes		363001	No	4
Recovery School District-LDE	2200054	Istrouma Senior High School	00387	Yes		396204	No	3
RSD-FirstLine Schools, Inc.	2200046	Joseph S. Clark Preparatory High School	00865	Yes	77.4	399003	No	2
RSD-Knowledge is Power Program (KIPP) N.O.	2200045	KIPP Renaissance High School	00953	Yes		398005	No	4
RSD-Choice Foundation	2200051	Lafayette Academy	00914	Yes		393001	No	4
RSD-FirstLine Schools, Inc.	2200046	Langston Hughes Charter Academy	00976	Yes		399005	No	4
RSD-New Orleans College Preparatory Academies	2200128	Lawrence D. Crocker College Prep	n/a	Yes		385003	No	4
RSD-Choice Foundation	2200051	McDonogh 42 Charter School	00944	Yes		393003	No	4
RSD-New Orleans Charter Schools Foundation	2200050	McDonogh City Park Academy	00936	Yes		392001	No	2
RSD-Crescent City Schools	2200164	Paul Habans Charter School	n/a	Yes		363002	No	
Recovery School District-LDE	2200054	Prescott Middle School	00415	Yes		396206	No	2
RSD-ReNEW-Reinventing Education, Inc.	2200043	ReNEW Accelerated High School, City Park Campus	02264	Yes		369004	No	2
RSD-ReNEW-Reinventing Education, Inc.	2200043	ReNEW Accelerated High School, West Bank Campus	02323	Yes		369005	No	4
RSD-ReNEW-Reinventing Education, Inc.	2200043	ReNew Dolores T. Aaron Elementary	02021	Yes		369003	No	2
RSD-ReNEW-Reinventing Education, Inc.	2200043	ReNew Schaumburg Elementary	n/a	Yes		369006	No	4
Recovery School District-LDE	2200054	St. Helena Central Middle School	01158	Yes		396200	No	3
RSD-New Orleans College Preparatory Academies	2200128	Sylvania Williams College Prep	02041	Yes		385001	No	2
Recovery School District-LDE	2200054	Walter L. Cohen High School	00867	Yes	62.2	396004	No	3

\* Cohort 1 school eligible to re-apply

**EXAMPLE:**

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
East Baton Rouge Parish	Delmont Elementary	School closure; remaining funds were returned to the State for use in the FY13 SIG competition	\$554,325
East Baton Rouge Parish	Mayfair Middle	School closure; remaining funds were returned to the State for use in the FY13 SIG competition	\$466,800
RSD: LDE	L. B. Landry High	School closure; remaining funds were returned to the State for use in the FY13 SIG competition	\$233,658
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			\$1,254,783

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school.

Each LEA is required to conduct a needs assessment of the Priority Schools it commits to serve. The LEA can then use the needs assessments of each school as a basis for selecting the appropriate intervention model(s). Among the accredited needs assessment tools an LEA may select are LANA (Louisiana Needs Analysis), Southern Association of Colleges and Schools™, Breaking Ranks II, High Schools That Work, and Technology Readiness Footprint. The LEA can also supplement the needs assessment with the historical performance data of each school.

Having a comprehensive needs assessment for each school will enable the LEA to set ambitious but achievable performance goals. These goals should address the state’s reading and mathematics assessments (and state science and studies assessments, when applicable) and set projected goals for the state-determined School Performance Score.

Once the LEA has selected an intervention model to implement at each school, the LEA must complete an LEA application and budget for each school. The application describes both an overall LEA plan for addressing Priority Schools and the implementation activities for each school. The selected strategies must align to the federal requirements for the intervention model selected for each school.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

Each LEA applicant will submit to the Louisiana Department of Education (LDOE) an LEA application and a budget for each Priority School that the LEA commits to serve. The activities in the LEA application narrative and the items included for each school in the budget should align. These plans should be completed in collaboration between district staff, school staff and/or any relevant external partners. In the scoring rubric, priority is given to LEAs that demonstrate the capacity to implement their selected intervention strategies and sustain academic improvements beyond the grant period.

For example, the LEA may demonstrate its commitment and capacity to use the SIG funds to support its Priority schools by providing evidence of past performance or history, including prior academic and fiscal performance, ability to manage grant funds, or past efforts to recruit effective teachers and principals.

If the LDOE determines that an LEA lacks the capacity to carry out interventions in all of the schools as a group, it may grant funding to the LEA for a subset of qualifying schools and invite the LEA to resubmit the additional schools' applications in subsequent competitions.

While an LEA may apply for a grant for a Priority School, the LEA is not required to apply for any or all of its Priority Schools. The LEA may, at its discretion, apply for one or more Priority Schools.

- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

In the subgrant application, the LEA will be scored on specific actions it proposes to take or has already taken to align other funding resources with the proposed interventions (e.g., Title I or other state and federal grant funding), as well as its plan for sustaining the reforms beyond the three-year SIG funding period. The LEA must submit a comprehensive school-level budget for each of three years, with the first year of the grant period covering any pre-implementation costs. The budget should also include line items for salaries, employee benefits, contracted professional and technological services, other purchased services, supplies, property costs and any other costs directly associated with implementing the schools' intervention models. The LEA must submit a budget.

For the turnaround, transformation and re-start models, an LEA may request a minimum of \$50,000 per year for three years and a maximum of \$2 million dollars per year for three years, totaling up to \$6 million for the three-year grant period for an eligible school. LDOE is not allowed to cap these allocations. The LEA should link items in the application to each school's budget citing all critical expenditures needed and relevant activities aligned to support each school's intervention strategy.

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- Design and implement interventions consistent with the final requirements;

The LEA application narrative describes specific actions the LEA will take to implement the selected intervention model(s) at each Priority School it commits to serve. If any intervention requirements are not addressed in the implementation plan, the applicant will not be eligible to receive SIG funding. The intervention models must be implemented in full.

- Recruit, screen, and select external providers, if applicable, to ensure their quality;

A description of this process may include recruiting, selecting and evaluating external partners and the provider's roles and responsibilities at the school. The LEA should also describe how the external provider is being held or will be held accountable for producing significant growth in student achievement at the school.

For schools adopting the restart model, the LEA is required to select a charter school operator, a Charter Management Organization (CMO) and answer the same external provider questions required of the schools adopting the turnaround, transformation, or closure model. Additionally, the applicant must describe the termination conditions of the contract between the operator and the LEA. The LEA must also describe the rigorous review process it used or will use for selecting a CMO and this process must include the following elements:

- Recruit several potential operators
- Assess applicants' reform plans and strategies and their alignment with the restart school's needs assessment
- Assess applicants' history with low-performing schools
- Assess applicants' capacity to implement the restart intervention
- Assess applicants' human capital strategies

- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,

In the application, the LEA is asked to describe the steps it has taken or will take to give the SIG schools more autonomy. The scoring rubric awards more points to LEAs that submit evidence to LDOE that show they have already changed policies and practices in order to give eligible schools more operational autonomy in such areas as staffing, Union issues, school board issues, increased learning time, etc.

- Sustain the reforms after the funding period ends.

In the subgrant application, the LEA should describe its plan for sustaining the reforms after the

period of SIG funding ends. For example, the LEA may describe its strategic plan for continuing the turnaround efforts, including its plans for academic delivery (e.g., scheduling, special education, external providers, technology, professional development, etc.), staffing, resource management and business operations.

- Align other resources with the interventions;

In the application, the LEA is asked to describe specific actions it will take or has already taken to align other resources with the proposed interventions (e.g., Title I, other state or federal grant funding), as well as its plan for sustaining the reforms after the period of SIG funding ends.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

In both the LEA application narrative and the LEA application budget, the LEA must identify pre-implementation activities it will carry out from the time it receives its grant funds to the beginning of the first school year of the grant period. The LEA may identify pre-implementation costs associated with preparing to implement the schools' intervention models. LDOE staff will evaluate LEA pre-implementation plans and budgets as part of LDOE's budget approval process to ensure fiscal and program compliance.

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

Any proposed pre-implementation activities that do not directly address a school's intervention model requirements and implementation plan will not be approved. Additionally, SIG funds may not be used to buy out principal or teacher contracts or to continue funding teachers who have been removed from the classroom. The applicant may not use SIG funds to pay for activities that took place before the applicant received its grant funds. These include the costs of any school needs assessments used to select appropriate intervention models.

An applicant's proposed pre-implementation activities may include, but are not limited to:

- Family and community engagement to educate stakeholders about changes taking place at the SIG-receiving schools and to cultivate their ongoing support and involvement at the schools.
- Conducting a rigorous recruitment and evaluation process for external providers, especially those taking on school operating responsibilities.
- Recruiting, placing and training new school leaders and staff.
- Evaluating current school staff based on identified standards and competencies.
- Evaluating and improving school instructional programs, with significant input from the school's incoming principal.
- Providing job-embedded professional development for staff and school leaders that will

adequately prepare them to begin school intervention activities in the first school year of the three-year grant period.

- Developing an LEA data management and accountability system that will allow the LEA to consistently monitor school performance and provide ongoing feedback to schools that allow them to make informed mid-course corrections.

<sup>2</sup> “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

Dates	Activities
12/19/2013	LDOE submits FY13 Application to USED
3/5/2014	OSP releases USED-approved application to LEAs
3/5/201 - 5/2/2014	OSP provides ongoing, technical assistance to LEA applicants
3/19/2014	Webinar for LEAs to learn about SIG application
5/2/2014	Final day to submit LEA applications to OSP
5/6/2014 - 5/9/204	Reviewers read, score and rank all applications submitted
5/12/2014 - 5/16/2014	OSP analyzes reviewers’ comments/scores and identifies list of finalists to recommend to LDOE leadership team
5/19/2014 - 5/23/2014	LDOE leadership team reviews finalists and selects Cohort 5 winners to recommend to the Louisiana Board of Elementary and Secondary Education (BESE)
6/17/2014 - 6/18/2014	BESE approves Cohort 5 awards
6/24/2014	OSP publicly announces Cohort 5 awards
6/30/2014	Grant Award Notifications issued to districts and allocations available to awardees for budgeting in electronics Grants Management System (eGMS). Funds considered substantially approved and available for implementation activities on July 1, 2014. FY13 Funds will be used to make three-year awards. Renewal after each year is based on the criteria that the LDOE set forth.
6/18/2014	Deadline for districts to submit budgets in eGMS
6/1/2014 - 9/30/2017	Grant implementation period

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

On an annual basis, LDOE will determine whether to renew an LEA's School Improvement Grant by looking at each school's progress on USED's Nine Leading Indicators and its growth in student achievement on state assessments.

Performance Warnings

If a SIG school shows a downward performance trend or little to no performance progress based on the state's quarterly performance monitoring, LDOE will issue at least one warning to the LEA and to the SIG school that the school is not making performance gains and is at risk of facing one of two possible consequences: 1) the LEA might have to select a more rigorous intervention model for the school; or 2) the LEA could lose its SIG funding for that particular school. When the performance warning is issued, the Office of Student Programs will request that the LEA submit a revised SIG plan that will put the school on course to meet its annual state assessment goals and make progress on USED's Nine Leading Indicators.

Grant Renewal Decisions

Towards the end of the first and second years of the grant, LDOE staff will analyze each SIG school's implementation and performance progress over that past year. The team will review each school's progress towards its implementation of the approved SIG application, its goals on USED's Nine Leading Indicators and its annual State assessment goals set forth in the approved SIG application.

LEAs and schools that do not follow their implementation plans or do not make progress towards their leading indicator goals and state assessments are at risk of losing their SIG funding for those specific schools. However, if an LEA has been responsive to state support but struggles to improve a SIG school because the intervention model selected is not rigorous enough, the state will consider giving the LEA the option to select a different intervention model for the school and submit a new SIG application for LDOE's review. If the LEA refuses to implement a different model, the state may terminate the school's SIG funding.

(2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

Not applicable. LDOE is requesting the priority schools list waiver.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

Each SIG-receiving LEA is required to designate a staff member as a SIG liaison to serve as the principal contact for LDOE and to directly support and serve the LEA's SIG-receiving schools. These LEA liaisons work closely with LDOE staff responsible for conducting quarterly desk audits on the implementation progress of the LEA SIG grants. The SIG-receiving LEAs and schools are required to report on SIG indicators with discussion of implementation of activities supported by the SIG funding. LDOE staff will follow up with clarification requests and requests for additional documentation as needed throughout the review process. They will identify any issues with district/school implementation and will report these issues. LEAs with identified implementation issues (e.g., fiscal, programmatic, reporting, etc.) will receive written notification, technical assistance to amend implementation plans and budgets, and sanctions (if implementation issues are not addressed). On-site monitoring will occur as part of LDOE's coordinated monitoring schedule established annually by the Office of Student Programs. Any SIG items to be addressed with an on-site visit in a SIG-receiving LEA will be included in the coordinated monitoring visit as part of LDOE's Burden Reduction streamlining efforts. Although the monitoring schedule is determined each year, each SIG school will not be monitored each year. However, some SIG-receiving LEAs and schools may be visited more frequently as determined by LDOE's risk-based monitoring priorities.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

Louisiana sets a high performance bar for SIG applicants and will only fund applications that propose bold, innovative intervention strategies and demonstrate significant capacity, commitment and sustainability. To determine the SIG awardees, Louisiana will score and rank all applications. If an application does not meet the minimum performance bar, the applicant will not receive funding for that school. Of all of the applications that meet Louisiana's high performance bar, funding priority will be given to LEAs that demonstrate the commitment, capacity and sustainability to implement one of the four intervention models.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

Not applicable. LDOE is requesting the priority schools list waiver.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

Not applicable. The LDOE ESEA Waiver approved Priority Schools list includes schools that have been taken over due to chronic low performance. These schools are either currently assigned to a CMO as



a charter school that is monitored by Recovery School District, or are currently a direct-run school awaiting the assignment of an approved CMO through the LDOE charter application process.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

Not applicable. LDOE does not intend to provide direct services to schools in the absence of a takeover.

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.
- Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

LDOE will reserve up to five percent of SIG funds for expenses related to administration, SIG-related travel and technical assistance.

## **G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

## **H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

Louisiana requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

### **Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

### **Assurance**

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

### **Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State

to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than 10.

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

Louisiana requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**PART II: LEA APPLICATION**

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

**LEA APPLICATION REQUIREMENTS**

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An 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.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has 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.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and

that those resources are aligned with the interventions.

- (3) The LEA must describe actions it 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 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;
  - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
  - Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
  - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- 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 schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

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 and Tier II 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 Tier I, Tier II, and Tier III schools, or 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).

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES:** An LEA must include the following assurances in its 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 Tier I and Tier II school, or 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 Tier I and Tier II school, or priority 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;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, 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 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 that it will 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.

**E. WAIVERS:** If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA 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.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
  
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.



Louisiana Department of Education  
 FY13 1003(g) School Improvement Grant  
 LEA Application Narrative

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

**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.

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

\* 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	Anticipated SY14-15 Enrollment	Anticipated SY15-16 Enrollment	Anticipated SY16-17 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?**

<input type="checkbox"/> Yes	<input type="checkbox"/> 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.



**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

**(2) 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.

**(3) 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:

<input type="checkbox"/> Yes	<input type="checkbox"/> 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:	
<input type="checkbox"/> Yes	<input type="checkbox"/> 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.

<p><b>Pre-Implementation Activities (Optional)</b></p> <p><b>Intervention Activities</b></p>	
<p><i>Sept. 2011 - April 2013</i></p>	<p><i>May 2013 - August 2013 (Pre-Implementation Period)</i></p>



Year 1: 2014 - 2015 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>

Year 2: 2015 - 2016 School Year		
Intervention Activities		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>

Year 3: 2016 - 2017 School Year		
Intervention Activities		
<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>

**Louisiana Department of Education  
FY13 1003(g) School Improvement Grant  
LEA Application Budget**

**LA Department of Education Contact:**

Rashaunda S. Matthews  
Phone: 225-342-3784  
Rashaunda.Matthews@la.gov

**Applicants must complete a budget for the full three years of the grant program.**

The computerized budget allows interaction among worksheets, calculates subtotals and totals automatically, and links data from detail sheets to the summary sheets.

You will only enter budget data on the budget detail worksheets (Detail Y1, Detail Y2, Detail Y3). The data will link to the appropriate summary sheets.

**Complete the following information.  
(This information is linked to the top of each budget form.)**

**Name of Eligible Recipient:** \_\_\_\_\_ [Name]  
**Street Address:** \_\_\_\_\_  
**Mailing Address:** \_\_\_\_\_  
**City, State, Zip:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_  
**Telephone # Fax #:** \_\_\_\_\_ **Fax #** \_\_\_\_\_  
**Email Address** \_\_\_\_\_

The additional information below will be used to request corrections to the budgets.  
This information is not linked to the budget forms.

Program Coordinator \_\_\_\_\_  
Telephone \_\_\_\_\_  
Fax \_\_\_\_\_  
Email \_\_\_\_\_

Fiscal/Accounting Contact \_\_\_\_\_  
Telephone \_\_\_\_\_  
Fax \_\_\_\_\_  
Email \_\_\_\_\_

## Summary of Object Codes Required for Budget Detail

Examples of typical allowable costs are provided for each object. For further details regarding specific object codes, refer to the Louisiana Accounting and Uniform Governmental Handbook (LAUGH Guide) located on the Department's website at <http://www.louisianaschools.net/lde/finance/688.html>

**100 Salaries & 200 Benefits:** Extended teacher contract salaries and benefits are allowable as long as the activities the staff are engaged in are the planning and initial implementation of the school, curriculum development and/or the professional development of staff.

**300 Purchased Professional and Technical Services:** Payment for curriculum development; Payment for staff development or related consultant work to implement intervention model activities (workshops, conferences).

**400 Purchased Property Services:** Only minor renovations to meet applicable federal, state and local health and safety requirements (accessibility to ramps or bathrooms); no remodeling; no painting; no landscaping; no technology leases.

**500 Other Purchased Services:** To attend national and state conferences and conferences for specific field (Core Knowledge, Environmental, etc.,) that are related to the implementation of the intervention model.

**600 Supplies:** Textbooks and other curriculum materials; classroom supplies, start-up technologies related to the implementation of the intervention model, etc. Software is always considered a supply item, regardless of cost.

**700 Property:** This would include items over the threshold limit for supplies. If the unit cost is \$5,000 or more, it must be shown here.

### Refer to the SIG Guidance for additional information about 1003(g) School Improvement Grants.

**Examples of non-allowable costs:** No major renovations (no leasehold improvements, no roofing, no repairs to walls, no paving driveways, no construction or property improvements, no carpeting or painting, no landscaping); no public address or intercom systems; no student transportation costs or bus tickets, no purchase of vans, buses or other vehicles; no insurance other than employee benefits; no audits; no legal fees; no fees associated with subscriptions or memberships; no field trips.

## Louisiana Department of Education Year One Budget Detail

Name of Eligible Recipient: [Name]  
 Street Address: 0  
 Mailing Address: 0  
 City, State, Zip: 0

Program: 1003(g) School Improvement Grant  
 Project: FY2013  
 Submitted by: 0  
 Telephone/Fax #: 0 0  
 E-mail Address: 0

Object Code	Expenditure Category	Amount
<b>100</b>	<b>SALARIES</b>	
	Under each salary heading, provide the following:	
	1. Denote # of full-time employees in each group and % full-time	
	2. For part-time employees, provide applicable rates	
	3. Attach a job description for all new positions	
	Officials/Administrators/Managers	
	Teachers	
	Clerical/Secretarial	
	Aides/Paraprofessionals	
	<b>TOTAL SALARIES (Object 100)</b>	<b>\$ -</b>

200

**EMPLOYEE BENEFITS**

Health Insurance

Life Insurance

Dental Insurance

FICA (6.2%) - Provide Total Salary Amount to determine benefit cost.

\$ - X 6.2% \$ -

Medicare (1.45%) -Provide Total Salary Amount to determine benefit cost.

\$ - X 1.45% \$ -

Teacher Retirement (15.5% in FY08/09)- Provide Total Salary Amount to determine benefit cost.

X 15.5% \$ -

School Employees (17.8% in FY08/09)- Provide Total Salary Amount to determine benefit cost.

\$ - X 17.8% \$ -

Unemployment Comp. ( %)-Provide Total Salary Amount and Rate to determine benefit cost.

\$ - X 0.000000% \$ -

Worker's Comp. ( %)-Provide Total Salary Amount and Rate to determine benefit cost.

\$ - X 0.000000% \$ -

**TOTAL EMPLOYEE BENEFITS (Object 200) \$ -**

300

**PURCHASED PROFESSIONAL & TECHNICAL SERVICES**

For every service budgeted, provide the following:

1. Name of vendor or consultant

2. Rate of Pay

3. Topic covered or service provider

**TOTAL PURCHASED PROF/TECH SERV. (Object 300) \$ -**

**400 PURCHASED PROPERTY SERVICES**

For every service budgeted, provide the following:

1. List sites

2. List applicable rates

Only allowable renovations are minor renovations to meet applicable federal, state, and local health and safety requirements (i.e., accessibility to ramps or bathrooms)

Rental of Equipment (Technology leases not allowed)

Other Purchased Property Services (Specify below.)

**TOTAL PURCHASED PROPERTY SERVICES (Object 400) \$ -**

**500 OTHER PURCHASED SERVICES**

For all services budgeted, provide the following:

1. List sites



2. List applicable rates

For all travel costs budgeted, provide the following: (registration fees included also)

1. Position of employee

2. Mileage rates as applicable for local travel

Travel - In-State (List name of conference attending)

Travel - Out-of-State (List name of conference attending)

Phone (list monthly rate)

Postage

Printing

Other (Specify below.)

**TOTAL OTHER PURCHASED SERVICES (Object 500) \$ -**

**600 SUPPLIES**

Provide **examples** of each type of the Materials and Supplies to be purchased.

**Other Supplies (Specify below.)**



## Louisiana Department of Education Year One Budget Summary

Name of Eligible Recipient: [Name] \_\_\_\_\_  
 Street Address: 0 \_\_\_\_\_  
 Mailing Address: 0 \_\_\_\_\_  
 City, State, Zip: 0 \_\_\_\_\_

Program: 1003(g) School Improvement Grant \_\_\_\_\_  
 Project: FY2013 \_\_\_\_\_  
 Submitted by: 0 \_\_\_\_\_  
 Telephone/Fax #: 0 \_\_\_\_\_ 0 \_\_\_\_\_  
 E-mail Address: 0 \_\_\_\_\_

Object Code	Expenditure Category	Amount
100	Salaries	\$ -
200	Employee Benefits	\$ -
300	Purchased Professional/Tech Svcs.	\$ -
400	Purchased Property Services	\$ -
500	Other Purchased Services	\$ -
600	Supplies	\$ -
700	Property	\$ -
<b>GRAND TOTAL</b>		<b>\$ -</b>

**MAIL TO:**  
 Louisiana Department of Education  
 Grants Management - 5th Floor  
 P.O. Box 94064  
 Baton Rouge, LA 70804-9064  
 FAX # (225)219-4205

## Louisiana Department of Education Year 2 Budget Detail

Name of Eligible Recipient: [Name]  
 Street Address: 0  
 Mailing Address: 0  
 City, State, Zip: 0

Program: 1003(g) School Improvement Grant  
 Project: FY2013  
 Submitted by: 0  
 Telephone/Fax #: 0 0  
 E-mail Address: 0

Object Code	Expenditure Category	Amount
<b>100</b>	<b>SALARIES</b>	
	Under each salary heading, provide the following:	
	1. Denote # of full-time employees in each group and % full-time	
	2. For part-time employees, provide applicable rates	
	3. Attach a job description for all new positions	
	Officials/Administrators/Managers	
	Teachers	
	Clerical/Secretarial	
	Aides/Paraprofessionals	
	<b>TOTAL SALARIES (Object 100)</b>	<b>\$ -</b>

200

**EMPLOYEE BENEFITS**

Health Insurance

Life Insurance

Dental Insurance

FICA (6.2%) - Provide Total Salary Amount to determine benefit cost.

\$ - X 6.2% \$ -

Medicare (1.45%) -Provide Total Salary Amount to determine benefit cost.

\$ - X 1.45% \$ -

Teacher Retirement (15.5% in FY08/09)- Provide Total Salary Amount to determine benefit cost.

X 15.5% \$ -

School Employees (17.8% in FY08/09)- Provide Total Salary Amount to determine benefit cost.

\$ - X 17.8% \$ -

Unemployment Comp. ( %)-Provide Total Salary Amount and Rate to determine benefit cost.

\$ - X 0.000000% \$ -

Worker's Comp. ( %)-Provide Total Salary Amount and Rate to determine benefit cost.

\$ - X 0.000000% \$ -

**TOTAL EMPLOYEE BENEFITS (Object 200) \$ -**

300

**PURCHASED PROFESSIONAL & TECHNICAL SERVICES**

For every service budgeted, provide the following:

1. Name of vendor or consultant

2. Rate of Pay

3. Topic covered or service provided

**TOTAL PURCHASED PROF/TECH SERV. (Object 300) \$ -**

**400 PURCHASED PROPERTY SERVICES**

For every service budgeted, provide the following:

1. List sites

2. List applicable rates

Only allowable renovations are minor renovations to meet applicable federal, state, and local health and safety requirements (i.e., accessibility to ramps or bathrooms)

Rental of Equipment (Technology leases not allowed)

Other Purchased Property Services (Specify below.)

**TOTAL PURCHASED PROPERTY SERVICES (Object 400) \$ -**

**500 OTHER PURCHASED SERVICES**

For all services budgeted, provide the following:

1. List sites

2. List applicable rates

For all travel costs budgeted, provide the following: (registration fees included also)

1. Position of employee

2. Mileage rates as applicable for local travel

Travel - In-State (List name of conference attending)

Travel - Out-of-State (List name of conference attending)

Phone (list monthly rate)

Postage

Printing

Other (Specify below.)

**TOTAL OTHER PURCHASED SERVICES (Object 500) \$ -**

**600 SUPPLIES**

Provide examples of each type of Materials and Supplies to be purchased.

60

**Other Supplies (Specify below.)**





## Louisiana Department of Education Year 2 Budget Summary

Name of Eligible Recipient: [Name] \_\_\_\_\_  
 Street Address: 0 \_\_\_\_\_  
 Mailing Address: 0 \_\_\_\_\_  
 City, State, Zip: 0 \_\_\_\_\_

Program: 1003(g) School Improvement Grant \_\_\_\_\_  
 Project: FY2013 \_\_\_\_\_  
 Submitted by: 0 \_\_\_\_\_  
 Telephone/Fax #: 0 \_\_\_\_\_ 0 \_\_\_\_\_  
 E-mail Address: 0 \_\_\_\_\_

Object Code	Expenditure Category	Amount
100	Salaries	\$ -
200	Employee Benefits	\$ -
300	Purchased Professional/Tech Svcs.	\$ -
400	Purchased Property Services	\$ -
500	Other Purchased Services	\$ -
600	Supplies	\$ -
700	Property	\$ -
<b>GRAND TOTAL</b>		<b>\$ -</b>

**MAIL TO:**  
 Louisiana Department of Education  
 Grants Management - 5th Floor  
 P.O. Box 94064  
 Baton Rouge, LA 70804-9064  
 FAX # (225)219-4205

## Louisiana Department of Education Year 3 Budget Detail

Name of Eligible Recipient: [Name]  
 Street Address: 0  
 Mailing Address: 0  
 City, State, Zip: 0

Program: 1003(g) School Improvement Grant  
 Project: FY2013  
 Submitted by: 0  
 Telephone/Fax #: 0 0  
 E-mail Address: 0

Object Code	Expenditure Category	Amount
<b>100</b>	<b>SALARIES</b>	
	Under each salary heading, provide the following:	
	1. Denote # of full-time employees in each group and % full-time	
	2. For part-time employees, provide applicable rates	
	3. Attach a job description for all new positions	
	Officials/Administrators/Managers	
	Teachers	
	Clerical/Secretarial	
	Aides/Paraprofessionals	
	<b>TOTAL SALARIES (Object 100)</b>	<b>\$ -</b>

200

**EMPLOYEE BENEFITS**

Health Insurance

Life Insurance

Dental Insurance

FICA (6.2%) - Provide Total Salary Amount to determine benefit cost.

\$ - X 6.2% \$ -

Medicare (1.45%) -Provide Total Salary Amount to determine benefit cost.

\$ - X 1.45% \$ -

Teacher Retirement (15.5% in FY08/09)- Provide Total Salary Amount to determine benefit cost.

X 15.5% \$ -

School Employees (17.8% in FY08/09)- Provide Total Salary Amount to determine benefit cost.

\$ - X 17.8% \$ -

Unemployment Comp. ( %)-Provide Total Salary Amount and Rate to determine benefit cost.

\$ - X 0.000000% \$ -

Worker's Comp. ( %)-Provide Total Salary Amount and Rate to determine benefit cost.

\$ - X 0.000000% \$ -

**TOTAL EMPLOYEE BENEFITS (Object 200) \$ -**

300

**PURCHASED PROFESSIONAL & TECHNICAL SERVICES**

For every service budgeted, provide the following:

1. Name of vendor or consultant

2. Rate of Pay

3. Topic covered or service provider

**TOTAL PURCHASED PROF/TECH SERV. (Object 300) \$ -**

**400 PURCHASED PROPERTY SERVICES**

For every service budgeted, provide the following:

1. List sites

2. List applicable rates

Only allowable renovations are minor renovations to meet applicable federal, state, and local health and safety requirements (i.e., accessibility to ramps or bathrooms)

Rental of Equipment (Technology leases not allowed)

Other Purchased Property Services (Specify below.)

**TOTAL PURCHASED PROPERTY SERVICES (Object 400) \$ -**

**500 OTHER PURCHASED SERVICES**

For all services budgeted, provide the following:

1. List sites

2. List applicable rates

For all travel costs budgeted, provide the following: (registration fees included also)

1. Position of employee

2. Mileage rates as applicable for local travel

Travel - In-State (List name of conference attending)

Travel - Out-of-State (List name of conference attending)

Phone (list monthly rate)

Postage

Printing

Other (Specify below.)

**TOTAL OTHER PURCHASED SERVICES (Object 500) \$ -**

**600 SUPPLIES**

Provide examples of each type of Materials and Supplies to be purchased.

**Other Supplies (Specify below.)**



## Louisiana Department of Education Year 3 Budget Summary

Name of Eligible Recipient: [Name] \_\_\_\_\_  
 Street Address: \_\_\_\_\_ 0 \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_ 0 \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_ 0 \_\_\_\_\_

Program: 1003(g) School Improvement Grant \_\_\_\_\_  
 Project: FY2013 \_\_\_\_\_  
 Submitted by: 0 \_\_\_\_\_  
 Telephone/Fax #: 0 \_\_\_\_\_ 0 \_\_\_\_\_  
 E-mail Address: 0 \_\_\_\_\_

Object Code	Expenditure Category	Amount
100	Salaries	\$ -
200	Employee Benefits	\$ -
300	Purchased Professional/Tech Svcs.	\$ -
400	Purchased Property Services	\$ -
500	Other Purchased Services	\$ -
600	Supplies	\$ -
700	Property	\$ -
<b>GRAND TOTAL</b>		<b>\$ -</b>

**MAIL TO:**  
 Louisiana Department of Education  
 Grants Management - 5th Floor  
 P.O. Box 94064  
 Baton Rouge, LA 70804-9064  
 FAX # (225)219-4205

## Louisiana Department of Education Combined Budget Summary

Name of Eligible Recipient: [Name] \_\_\_\_\_  
 Street Address: 0 \_\_\_\_\_  
 Mailing Address: 0 \_\_\_\_\_  
 City, State, Zip: 0 \_\_\_\_\_

Program: 1003(g) School Improvement Grant \_\_\_\_\_  
 Project: FY2013 \_\_\_\_\_  
 Submitted by: 0 \_\_\_\_\_  
 Telephone/Fax#: 0 \_\_\_\_\_ 0 \_\_\_\_\_  
 E-mail Address: 0 \_\_\_\_\_

Object Code	Expenditure Category	Year 1	Year 2	Year 3	COMBINED FUNDING
100	Salaries	\$0.00	\$0.00	\$0.00	\$0.00
200	Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00
300	Purchased Professional/Tech Svcs.	\$0.00	\$0.00	\$0.00	\$0.00
400	Purchased Property Services	\$0.00	\$0.00	\$0.00	\$0.00
500	Other Purchased Services	\$0.00	\$0.00	\$0.00	\$0.00
600	Supplies	\$0.00	\$0.00	\$0.00	\$0.00
700	Property	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

### GRANTEE INFORMATION

Representative of the entity: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE DEPARTMENT OF EDUCATION

Approved Division Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Approved Ed. Finance Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

**MAIL TO:**  
 Louisiana Department of Education  
 Grants Management - 5th Floor  
 P.O. Box 94064  
 Baton Rouge, LA 70804-9064  
 FAX # (225)342-1256



Louisiana Department of Education  
 FY13 1003(g) School Improvement Grants  
 LEA Application Rubric

FINAL SCORE

**150**

out of 150

LEA/CMO: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

**1) Intervention Model**

<p><b>0</b>  <i>Single-school LEA:</i> The applicant has selected the closure model.  <i>Multi-school LEA:</i> The applicant has selected the closure model at 2 or more schools.</p>	<p><b>5</b>  <i>Single-school LEA:</i> The applicant has selected the transformation intervention model.  <i>Multi-school LEA :</i> The applicant has selected the transformation intervention model at 2 or more schools.</p>	<p><b>10</b>  <i>Single-school LEA:</i> The applicant has selected either the turnaround or restart intervention model.  <i>Multi-school LEA:</i> The applicant has selected either the turnaround or the restart intervention model at 2 or more schools</p>	<p>Score:  <b>10</b></p>	<p>Reviewer Comments:</p>
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**2) Use of Data**

<p><b>0</b>          Needed data are missing, incomplete or inadequate and/or do not support the narrative in terms of needs assessment, alignment to interventions, implementation, goals and monitoring.</p>	<p><b>5</b>          The applicant provides needed data. Applicant has plans for using data to some extent in needs assessments, alignment to intervention(s), implementation, goals and monitoring.</p>	<p><b>10</b>          The applicant provides needed data. Applicant has comprehensive plans for using data in needs assessments, alignment to intervention(s), implementation, goals and monitoring.</p>	<p>Score:  <b>10</b></p>	<p>Reviewer Comments:</p>
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#### 4) Needs Assessment

<b>0</b> Needs assessment is missing, incomplete or inadequate. Alignment of needs assessment with the selected intervention model(s), goals and monitoring is weak or unclear.	<b>5</b> Some evidence of a needs assessment is present. The needs assessment aligns to some extent with the selected intervention model(s), goals and monitoring but some aspects of the alignment are unclear, vague or inadequate.	<b>10</b> Evidence of a comprehensive needs assessment is present. The needs assessment aligns with the selected intervention model(s), goals and monitoring.	<b>Score:</b> <b>10</b>	<b>Reviewer Comments:</b>
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#### 5) Goals

<b>0</b> Goals are missing, incomplete, inadequate, unrealistic or not clearly defined.	<b>5</b> Overall, goals are realistic and aligned with the needs assessment and intervention model(s).	<b>10</b> Goals are clearly-defined, realistic and closely aligned with the needs assessment and intervention model(s).	<b>Score:</b> <b>10</b>	<b>Reviewer Comments:</b>
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#### 6) Monitoring

<b>0</b> Plans for monitoring are missing, incomplete or inadequate. Overall alignment of needs to assessment with intervention models, goals and monitoring is not made.	<b>5</b> Plans for monitoring are to some extent incomplete or unclear. Overall alignment of needs with assessment, intervention models, goals and monitoring is sometimes unclear, vague or inadequate.	<b>10</b> Plans for monitoring are appropriate and clear. Overall alignment of needs with assessment, intervention models, goals and monitoring is made.	<b>Score:</b> <b>10</b>	<b>Reviewer Comments:</b>
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### 7) Capacity

<b>0</b> Applicant lacks the capacity to provide sufficient resources and support to all of its Priority Schools. Applicant does not adequately explain how it will meet the needs of the Priority	<b>5</b> Applicant has the capacity to provide adequate resources and support to some of the Priority Schools. If the applicant lacks the capacity to serve all of its Priority Schools, the applicant explains why it lacks the capacity and how it will be able to address the needs of the Priority Schools that it commits to serve.	<b>10</b> Applicant has the capacity to provide adequate resources and support to all of the Priority Schools it commits to serve.	<b>Score:</b> <b>10</b>	<b>Reviewer Comments:</b>
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### 8) Resources

<b>0</b> Resources are poorly aligned with interventions. If applicable, applicant poorly explains selection of external providers. Applicant has inadequate plans for sustainability.	<b>5</b> Resources are generally aligned with interventions. If applicable, applicant adequately explains selection of external providers. Applicant has adequate plans for sustainability.	<b>10</b> Resources are closely aligned with interventions. If applicable, applicant clearly explains selection of external providers. Applicant has comprehensive plans for sustainability.	<b>Score:</b> <b>10</b>	<b>Reviewer Comments:</b>
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### 9) Sustainability

<b>0</b> Applicant has inadequate plans for sustainability.	<b>5</b> Applicant has adequate plans for sustainability.	<b>10</b> Applicant has comprehensive plans for sustainability.	<b>Score:</b> <b>10</b>	<b>Reviewer Comments:</b>
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**10) Implementation**

<b>0</b> Implementation plans for each Priority School do not meet all of the final requirements.	<b>10</b> Implementation plans for each Priority School meet the final requirements.	<b>20</b> Implementation plans for each Priority School meet all of the final requirements and demonstrate a thorough and comprehensive approach to meeting the goals and expectations of the grant.	<b>Score:</b>  <b>20</b>	<b>Reviewer Comments:</b>
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**11) Services**

<b>0</b> Services are not clearly explained or do not align with needs, model(s), goals and budgets.	<b>5</b> Services generally align with needs, model(s), goals and budgets.	<b>10</b> Services closely align with needs, model(s), goals and budgets.	<b>Score:</b>  <b>10</b>	<b>Reviewer Comments:</b>
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**12) Timeline**

<b>0</b> Timeline is vague or missing and does not include plans for sustainability.	<b>5</b> A timeline is presented that includes general plans for sustainability.	<b>10</b> A detailed timeline is presented that includes detailed and realistic plans for sustainability	<b>Score:</b>  <b>10</b>	<b>Reviewer Comments:</b>
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**13) Practices and Policies**

<b>0</b> Implementation does not address changes in policy or practice.	<b>5</b> Implementation includes general changes in policy or practice.	<b>10</b> Implementation includes specific changes in policy or practice.	<b>Score:</b>  <b>10</b>	<b>Reviewer Comments:</b>
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**14) Stakeholders**

<b>0</b>	<b>5</b>	<b>10</b>	<b>Score:</b>	<b>Reviewer Comments:</b>
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Role of stakeholders is weak.

Role of stakeholders includes general plans for parent and community engagement.

Role of stakeholders includes detailed plans for parent and community engagement.

**10**

**15) Budget**

<p><b>0</b> Applicant did not submit a budget summary in the narrative or did not submit a detailed three-year budget on the required form or the budget submitted was inaccurate, incomplete, inadequate or unrealistic.</p>	<p><b>5</b> Applicant submitted a budget summary in the narrative and submitted a detailed three-year budget on the required form but some items are inaccurate, incomplete, inadequate or unrealistic.</p>	<p><b>10</b> Applicant submitted a budget summary in the narrative submitted a complete and realistic detailed three-year budget on the required form.</p>	<p><b>Score:</b>  <b>10</b></p>	<p><b>Reviewer Comments:</b></p>
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**Reviewer Comments:**

**Overall Weaknesses:**

**Reviewer Comments:**

**Overall Strengths:**