

Appendix B_SIG Request for Proposals - Cohort 3

FLORIDA DEPARTMENT OF EDUCATION

Bureau of School Improvement

Request for Proposal (RFP) for Discretionary, Competitive Projects

Program Name: School Improvement Grant - Cohort 3

Funding Authority: Section 1003(g) of the Elementary and Secondary Education Act

Funding Purpose: School Improvement Grants (SIG) are grants awarded by the United States Department of Education (USED) 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>), in any eligible school an LEA chooses to serve and is awarded funds, the LEA must implement one of four school intervention models: transformation model, turnaround model, restart model, or school closure.

Target Population: Florida's lowest performing 15% of Title I schoolwide or Title I-eligible schools.

Eligible Applicants: LEAs (school districts) with currently active schools identified as Priority or Focus under Florida's ESEA Flexibility waiver (see <http://www.fldoe.org/esea/> for more information), excluding schools that have since closed or are receiving SIG 1003(g) funds in 2013-14.

Proposal Due Date: April 11, 2014

Approximate Funding Amount/ Number of Awards: \$25,969,574.00 / Awards will range between \$50,000 and \$2 million per school per year of implementation; the actual number of awards will be determined based on the number and quality of proposals as well as their proposed budgets.

Program Performance Period: July 1, 2014 to September 30, 2017.

Federal Programs: The project effective date will be the date that the proposal is received within the Florida Department of Education (FDOE) in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

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Contact Persons:

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General Assurances¹

The Florida Department of Education developed and implemented a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with: 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires LEAs to submit a common assurance for participation in federal programs funded by the USED; Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at: <http://www.fldoe.org/grants/greenbook/>. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this proposal, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Point Values

All items required in the SIG proposal are noted in this form by a numeric point value or noted as a Fixed Requirement, which does not have a point value for scoring purposes, but must be completed to be eligible for an award.

¹ Satisfies **Form DOE 905**

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Intent to Apply² [FIXED REQUIREMENT]

This is a paper version of an online form. The Intent to Apply must be complete and submitted in the SIP Online by March 7, 2014.

- 1) Is your district applying for a School Improvement Grant (SIG) 1003(g) in Florida's competition for Cohort 3? (Yes/No)
- 2) The following schools in your district are eligible to compete for SIG funds under the federal definition.³ Confirm the schools your district intends to support in the implementation of a SIG model by checking beside each school number. LEAs are not required to award funds to all eligible schools, but must be able to demonstrate capacity to support a full and effective implementation of a SIG model in all selected schools. The schools selected in this form will hereafter be referenced as "SIG-targeted."

	####	SCHOOL A
	####	SCHOOL B
	####	SCHOOL C

The LEA acknowledges:

- ✓ The selection of these schools qualifies them to be included in the LEA proposal for SIG Cohort 3 but does not guarantee an award.
- ✓ Working with or accepting advice from Differentiated Accountability (DA) Regional Executive Director (RED) and/or team members on concepts related to the SIG proposal does not guarantee an award. To maintain fairness for all applicants, REDs will not score or provide comment to FDOE on SIG proposals; DA regional team members will only score proposals for districts with which they have had no current or previous professional involvement.
- ✓ For official responses to questions, districts must submit in writing to bsi@fldoe.org or via Intercom when logged into the SIG application survey at <https://www.flshiponline.com>.
- ✓ Any SIG-awarded high school scheduled to receive a turnaround planning year in 2014-15 under s. 1008.33, Florida Statutes (F.S.), will automatically waive the planning year.
- ✓ Any SIG-targeted school that is required to implement a turnaround option in 2014-15 under s. 1008.33, F.S., but is not awarded SIG funds in this competition will be allowed to amend the turnaround plan accordingly prior to the 2014-15 school year.

² This survey appears upon login for any district on the list of SIG-eligible; satisfies **Part II.A** of the United States Department of Education (USED) *Application for FY 2013 New Awards Competition, Section 1003(g) of the Elementary and Secondary Education Act*, hereafter referenced as **FFY13 APP**.

³ The list of schools will prepopulate based on the eligibility list in the state application.

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- ✓ All SIG-awarded schools and their LEAs shall receive support from the DA team and shall use the FDOE's online planning and monitoring tool throughout the life of the grant, regardless of future school grades.
- ✓ Those responsible (or their designees) for writing the SIG proposal, developing the District Improvement and Assistance Plan (DIAP) AND/OR implementation in SIG-targeted schools are invited to participate in a workshop on the 8-step planning and problem-solving process hosted by the Bureau of School Improvement (BSI) prior to submission of this proposal. The district's primary SIP Online contact will register the team online at <https://www.flsiponline.com>.

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SIG Proposal - Phase 1: Needs Analysis and Intervention Selection (TOP-1 components) [22 POINTS]

This is a paper version of an online form. Phase 1 must be complete and submitted in the SIP Online by March 21, 2014.

1) District Turnaround Lead⁴ [1 POINT PER LEA]

Provide contact information for the person leading the implementation of turnaround and directly supervising the principals in the schools identified as SIG-targeted in the Intent to Apply. This person should report directly to the district superintendent.

- Employee's name
- Position title
- Email address and phone number
- Supervisor's name and title
- Describe the role and responsibilities of the turnaround lead/office

2) Stakeholder Engagement⁵ [6 POINTS PER LEA]

Each district with a school planning for turnaround must have a community assessment team (CAT), which is representative of the demographics of the low-performing schools' communities and is comprised of (but not limited to) parents, business representatives, educators, representatives of local governments, community activists and the DA Regional Executive Director (RED; refer to s. 1008.345(6)(d), F.S.).⁶ For the purposes of SIG discussions, representatives of the school's feeder patterns should also be included.

- a) Describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement. **Evidence: By March 21, 2014, upload the CAT membership roster noting position titles and/or which stakeholder group each person represents. [3 POINTS]**
- b) Describe efforts to engage and involve stakeholders (including feeder patterns) in the SIG model selection, including, but not limited to, evidence of parent meetings held at times convenient for parents or guardians.⁷ **Evidence: By March 21, 2014, upload documentation to support the responses above, including, but not limited to, CAT recruitment letter, marketing materials**

⁴ Satisfies **Final Requirements (75 FR 3375) I.A.2(a)(1)(v)**; and **Form TOP-2 T5**

⁵ Satisfies **FFY13 APP Part II.B.6**

⁶ Satisfies **Form TOP-2 T2**

⁷ Satisfies **Form TOP-2 T3**

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demonstrating attempts to build interest in the SIG model selection process and explain the specific interventions, stakeholder surveys regarding SIG model selection and analyses of results, meeting calendars, agendas, sign-in sheets and minutes. **[3 POINTS]**

3) SIG Model Selection⁸ [15 POINTS PER SCHOOL]

a) School Performance Data Overview

This section will pre-populate school-level trend data on outcome indicators (and leading indicators, where available) for the most recently available 2-3 years. At a minimum, the data districts will need to review are:

Outcome Indicators

- School grade and DA status
- Annual Measurable Objective (AMO) targets met and missed
- % students at each FCAT level in reading and mathematics, by grade and student subgroup (as reported through EDFacts)
- Average FCAT scale scores in reading and mathematics, by grade, for all students, for each achievement quartile and for each subgroup (as reported through EDFacts)
- % limited English proficient students who attain proficiency (as reported through EDFacts)
- Graduation rates (as reported through EDFacts)
- College enrollment rates (HS only)

Leading Indicators

- # minutes in school year
- Participation rate in FCAT reading and mathematics, by subgroup (as reported through EDFacts)
- Dropout rate
- Student attendance rate
- # and % of students completing advanced coursework, early college or dual enrollment classes (HS only)
- Discipline incidents (as reported through EDFacts)
- Truants (as reported through EDFacts)
- Distribution of teachers by performance level on teacher evaluation system
- Teacher attendance rate

⁸ The district will click through this survey once for each school on the SIG-targeted list.

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Data will be presented graphically where possible and include guiding questions to help LEAs determine the greatest areas of need at the school and select a SIG model to address the areas of need.

b) For each SIG-targeted school, select the SIG model the district commits to implementing fully for three years starting in 2014-15. The specific requirements for each model are identified in Phase 2 of the RFP. *(FIXED REQUIREMENT)*

SIG MODEL	
<input type="checkbox"/>	1- DMT : Convert to a district-managed turnaround school A) Transformation (SIG Model) B) Turnaround (SIG Model)
<input type="checkbox"/>	2- Closure : Reassign students to another school or schools and monitor progress of each reassigned student
<input type="checkbox"/>	3- Restart with Charter : Close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness
<input type="checkbox"/>	4- Restart with EMO : Contract with an outside entity that has a demonstrated record of effectiveness to operate the school

c) Describe how the selected model directly addresses the specific needs of this school in the following areas:⁹

1. School Leadership *(3 POINTS)*
2. School Infrastructure (emphasis on Engaging Parents and Community in the Success of Students and Creating a Safe and Supportive School Environment) *(6 POINTS)*
3. Instructional Program (emphasis on Promoting Public and Collaborative Teaching and Promoting Student Learning through Ambitious Instruction) *(6 POINTS)*

⁹ Satisfies FFY13 APP Part II.B.1

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SIG Proposal – Phase 2: Assurances and Areas of Focus (TOP-2 Components)¹⁰

This is a paper version of an online form. Phase 2 must be complete and submitted in the SIP Online by April 11, 2014.

Phase 2 maximum point values vary by SIG model. See Appendix E for scoring summaries by model.

Areas of Assurance [up to 13 POINTS]

The following assurances must be completed for the intervention models selected by the LEA. Assurances 1-13 are “fixed requirements,” meaning they must be checked in order for the proposal to be accepted, but they do not hold a point value for final scoring of proposals. Assurances 14-20 hold the point values listed below.

For each assurance, the LEA must upload the required evidence for the proposal by April 11, 2014, and any additional deliverables by the date(s) listed. The LEA will also indicate whether each assurance will require SIG funding and provide the amounts needed for LEA-level activities and amounts to be allocated to each school for school-level activities (see example under Assurance 12). LEAs will be able to add line items to the budget as needed for each assurance.

By selecting a SIG model for each SIG-targeted school, **the LEA** commits to:

- (1) Ensure this proposal shall address any identified barriers to equitable access or participation of students, teachers and other beneficiaries with special needs in SIG-funded activities.¹¹ [FIXED REQUIREMENT]
- (2) For all models, use the SIG to design and implement the interventions fully and effectively consistent with the USED final requirements.¹² [FIXED REQUIREMENT]
- (3) For all models, ensure each school receives all of the federal, state and local funds it would normally receive in the absence of a SIG and be able to demonstrate through the district budget that all funds are aligned to strategic goals. [FIXED REQUIREMENT]
- (4) For all models except Closure, establish annual targets for each school in reading and mathematics.¹³ ***Evidence: All schools in Florida have annual targets for reading and mathematics by subgroup, which are prepopulated to the SIP Online.*** [FIXED REQUIREMENT]
- (5) For all models except Closure, measure progress in each school that it serves with SIG on the leading indicators established in the final requirements.¹⁴ [FIXED REQUIREMENT]

¹⁰ This section satisfies the requirements of **Form TOP-2**

¹¹ Satisfies the requirements of Section 427 of the [General Education Provisions Act \(GEPA\) Public Law 103-382](#)

¹² Satisfies **FFY13 APP Part I.B.Part 1.2** and **Part 2.a**; and **FFY13 APP Part II.B.3a.-b** and **II.D.1**

¹³ Satisfies **FFY13 APP Part II.B.5.a** and **II.D.2**

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Deliverables: Annually, the SIP Online will capture baseline, mid-year and annual performance on leading indicators. Data will be updated by the Department and/or district as results become available.¹⁵

- (6) For all models except Closure, report to Florida all school-level data required under the final requirements. *[FIXED REQUIREMENT]*

Deliverables: As data becomes available, achievement results from the prior year will be prepopulated in the SIP Online.¹⁶

- (7) For Transformation, Turnaround and Restart with EMO only, use rigorous, transparent and equitable evaluation systems for teachers and principals that—(1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) are designed and developed with teacher and principal involvement. **Evidence: The district's approved instructional performance evaluation system is available at <http://www.fldoe.org/profdev/instructional.asp>, and the approved administrator performance evaluation system is available at <http://www.fldoe.org/profdev/asapesd.asp>.**¹⁷ *[FIXED REQUIREMENT]*

- (8) For all models, provide ongoing mechanisms for family and community engagement. **Evidence: The RFP will prepopulate a PDF version of the district's and each SIG-Targeted school's Parental Involvement Plan.**¹⁸ *[FIXED REQUIREMENT]*

- (9) For Transformation, Turnaround and Restart with EMO only, replace the principal who led the school prior to commencement of the model. **Evidence: By April 11, 2014, the district will include the rationale for retention of any principals assigned to their school for less than two years before implementation.** *[FIXED REQUIREMENT]*

Deliverable: By October 1, 2014, the Florida Department of Education Staff Information Database, Survey 2 history will show the principal of record changed after the 2011-12 school year. The credentials and 3-year performance record, as populated from Survey 2 for the principal of record as of October 1, 2014, will demonstrate the principal is able to lead full implementation of the SIG intervention model.¹⁹

- (10) For Transformation, Turnaround and Restart with EMO only, require each SIG-targeted school principal to report directly to the Turnaround Lead named in this proposal. *[FIXED REQUIREMENT]*

¹⁴ Satisfies FFY13 APP Part II.B.5.b and II.D.2

¹⁵ Satisfies FFY13 APP Part II.B.5.b and II.D.2

¹⁶ Satisfies FFY13 APP Part II.D.6

¹⁷ Satisfies Final Requirements (75 FR 3375) I.A.2(d)(1)(i)(B)(1)-(2)

¹⁸ Satisfies Final Requirements (75 FR 3375) I.A.2(d)(3)(i)(B)

¹⁹ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(i) and I.A.2 (d)(1)(i)(A); and Form TOP-2 TD1 and TE3

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Deliverable: By October 1, 2014, the district will upload an organizational chart. The school will provide assurance in the web application that the principal reports directly to the Turnaround Lead.²⁰

- (11) For Turnaround only, use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; screen all existing staff and rehire no more than 50 percent; and select new staff by the start of Year 2 of implementation. Include the school principal who will be implementing the SIG model in the screening and selection process. The district may choose to retain staff hired at the school no earlier than the 2012-13 school year. [FIXED REQUIREMENT]

Deliverable: By October 1, 2015, Survey 2 data reported to the FDOE on staff rosters for 2015-16 will demonstrate at least 50% turnover of staff members who were at the school in 2011-12. The district will upload a list of schools where the district has reassigned teachers.²¹

- (12) For Transformation and Restart with EMO only, commence good faith bargaining as needed to identify and reward school leaders, teachers and other staff who, in implementing the intervention, have increased student achievement and high school graduation rates, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. [FIXED REQUIREMENT]

Deliverables: By October 1, 2015, the district will upload a Memorandum of Understanding or relevant sections of a Collective Bargaining Agreement that describe the criteria and process by which the LEA will work with the school principal to identify teachers either to be rewarded for performance or provided professional development during the 2015-16 school year to help them improve their practice. Also by October 1, 2015, the SIP for each-SIG targeted school will include the professional development opportunities to be offered in order to improve the practice of staff.

By October 3, 2016, the SIP monitoring components will indicate implementation of professional development opportunities.

In accordance with the timeline specified in the Memorandum of Understanding or Collective Bargaining Agreement, the district will review the performance of staff and reward those who have increased student achievement and high school graduation rates, and remove those who were targeted for professional development and have not improved.²²

Check here if this assurance will require SIG funds to implement and complete the budget below.

(1)	(2)	(3)	(3)b	(4)	(5)a	(5)b	(5)c	(5)d	(5)e	(6)	(7)
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²⁰ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(v)

²¹ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(ii)(A)(B); and Form TOP-2 T7-8

²² Satisfies Final Requirements (75 FR 3375) I.A.2 (d)(1)(i)(C); and Form TOP-2 T7-8

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FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	FTE POSITION	Pre-Implementation Amount	Year 1 Amount	Year 2 Amount	Year 3 Amount	Total	% ALLOCATED to this PROJECT	NOTES
Pick-list	Pick-list	Populate	LEA-Level								
Pick-list	Pick-list	Populate	School A								
D) TOTAL					\$ -						

- (13) For Transformation and Turnaround only, commence good faith bargaining as needed to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the school. [FIXED REQUIREMENT]

Deliverable: By October 1, 2015, the district will upload a Memorandum of Understanding or relevant sections of a Collective Bargaining Agreement that describe the strategies the LEA will use to recruit, place and retain staff with skills needed for the SIG-targeted schools.²³

- (14) For Closure, close the school and reassign students to higher-performing schools in the district that are within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. ***Evidence: By April 11, 2014, the district will confirm it has filed the appropriate paperwork to close the school with the FDOE School Approval Committee and upload a copy of the letter to parents notifying them of the closure and offering the opportunity to enroll their student at a higher-performing school within a radius of “reasonable proximity,” as defined by the school district.*** [1 POINT]

Deliverables: By October 1, 2014, the district will upload a report that includes the school(s) to which students have been reassigned, the performance data for the school(s) and the total number of students reassigned to each school.

By October 1, 2015; October 3, 2016; and October 2, 2017, the district will demonstrate monitoring of the reassigned students by reporting their average performance on statewide assessments in reading and mathematics by school.²⁴

- (15) For Restart with Charter, close the school and reopen as a charter or multiple charters in accordance with s. 1002.33, F.S. ***Evidence: By April 11, 2014, the district will confirm it has filed appropriate paperwork to close the school and apply for a new school identification number with the FDOE School Approval Committee, and will upload the charter contract(s).***²⁵ [1 POINT]

²³ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(iii) and I.A.2 (d)(1)(i)(E)

²⁴ Satisfies Final Requirements (75 FR 3375) I.A.2(c); and Form TOP-2 TR1-2

²⁵ Satisfies FFY13 APP Part IB.Part 2.b; and Form TOP-2 TC1

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- (16) For Restart with Charter or Restart with EMO, enroll, within the grades the restarted school serves, any former student who wishes to attend the school. **Evidence: By April 11, 2014, the district will upload a letter to parents notifying them of the restart and offering the opportunity to enroll their students.**²⁶ [1 POINT]
- (17) For all models, where applicable, follow district policies and procedures to recruit, select and provide oversight to external providers (including charter companies) to ensure their quality and hold them accountable for complying with the final requirements. All external providers should have a successful record of providing support in similar settings. **Evidence: By April 11, 2014, the district will upload a description of the recruitment, screening and selection processes used in the district.** [1 POINT]
Deliverable: By October 1, 2014, the district will upload the qualifications and experience of all contracted external providers assigned to work with each school.²⁷
- (18) For Transformation, Turnaround and Restart with EMO only, provide operational flexibility in the areas of staffing, scheduling and budgeting to the school in order to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. **Evidence: By April 11, 2014, the district will define “operational flexibility” in the District Improvement and Assistance Plan (DIAP) as it applies to school-level autonomy over staffing, scheduling and budgeting.** [3 POINTS]
Deliverables: By October 1, 2014, the district will upload documentation of communicating the definition to school leadership. By February 2, 2015; February 1, 2016; and January 31, 2017, school leadership will provide assurance in the SIP Online that the district definition of operational flexibility is being fully implemented.²⁸
- (19) For all models, identify and seek to enhance current policies and practices that may create barriers to full and effective implementation of the selected model in a school or to sustainability of improvements after grant funding ends. **Evidence: By April 11, 2014, the DIAP will include a list of policies or practices that need to be modified, the proposed modifications, the rationale for the modifications, the steps required to make the modifications, and the person(s) responsible for implementation and follow-up.**²⁹ [3 POINTS]
- (20) For all models except Closure, monitor and evaluate the actions schools have taken, as outlined in the approved SIG proposal, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the

²⁶ Satisfies **Final Requirements (75 FR 3375) I.A.2(b)**

²⁷ Satisfies **Final Requirements (75 FR 3375) I.A.2(b); FFY13 APP Part II.B.3.c and II.D.3-4; and Form TOP-2 TC2-3 and TE1-2**

²⁸ Satisfies **Final Requirements (75 FR 3375) I.A.2(a)(1)(i) and I.A.2 (d)(4)(i)(A); and Form TOP-2 T6**

²⁹ Satisfies **FFY13 APP Part I.B.Part 2.d and Part II.B.3.d; and Form TOP-2 T4**

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absence of SIG funding. **Evidence:** *By April 11, 2014, the DIAP will include a plan for sustaining improvements in schools implementing a SIG model.* [3 POINTS]

Deliverable: *By October 1, 2014; October 1, 2015; and October 3, 2016, the district will upload documentation of technical assistance provided to schools on sustaining improvements after SIG.* ³⁰

8-Step Planning and Problem Solving [3 POINTS]

For all models, LEAs are required to use the 8-step planning and problem-solving process in the DIAP to address the needs of SIG-targeted schools and will be awarded up to 3 points based on the proper use of the 8 steps as documented within the online system. **Evidence:** *By April 11, 2014, the DIAP will include action plans and budgets for SIG-related goals and/or strategies.*

Areas of Focus [up to 18 POINTS]

Using the 8-step planning and problem-solving portion of the DIAP, LEAs must address Areas of Focus as follows:

- (1) For all models except Closure, LEAs design and implement school wide a multi-tiered system of supports (MTSS). For the Turnaround model, the MTSS must provide appropriate social-emotional and community-oriented services and supports to students. **Evidence:** *By April 11, 2014, the DIAP will include an action plan and budget to implement an enhanced schoolwide MTSS as required to meet the needs of all students in each SIG-targeted school.* [3 POINTS]

Deliverable: *By October 1, 2014, the SIP will include action steps to address the school's role in implementation.*³¹

- (2) For all models except Closure, LEAs identify and implement a Florida Standards-based instructional program. **Evidence:** *By April 11, 2014, the DIAP will include an action plan and budget to implement a Florida Standards-based instructional program.* [3 POINTS]

Deliverable: *By October 1, 2014, the SIP will include action steps to address the school's role in implementation.*³²

- (3) For all models except Closure, LEAs determine how to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students. **Evidence:** *By April 11, 2014, the DIAP will include an action plan and budget to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students.* [3 POINTS]

Deliverable: *By October 1, 2014, the SIP will include action steps to address the school's role in implementation.*³³

³⁰ Satisfies FFY13 APP Part I.B.Part 2.e, and Part II.B.3.e and II.D.5

³¹ Satisfies Final Requirements (75 FR 3375) I.A.2 (d)(2)(ii)(B); and Form TOP-2 T13-14

³² Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(vi) and I.A.2 (d)(2)(i)(A); and Form TOP-2 T9-11

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- (4) For Transformation and Turnaround only, LEAs establish schedules and implement strategies that provide increased learning time for the purposes of (a) instruction in core academic subjects; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and (c) teacher collaboration, planning and professional development within and across grades and subjects. All three components should be included with priority being given to time for core instruction for all students and for teachers to collaborate, plan and engage in professional development. **Evidence: By April 11, 2014, the DIAP will include an action plan and budget to implement increased learning time in the school(s).** *[3 POINTS]*

Deliverables: By October 1, 2014, the district will upload master schedules for 2013-14 and 2014-15 to show the increase of hours in Year 1. The SIP will include action steps to address the school's role in implementation.³⁴

- (5) For all models except Closure, LEAs create a plan to provide staff ongoing, high-quality, job-embedded professional development as well as ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization. All professional development and technical assistance is aligned authentically to district and school goals and barriers and to the school's comprehensive instructional program, and is designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Monitoring for fidelity and effectiveness via changes in practice will be integrated with existing district and school evaluation systems. **Evidence: By April 11, 2014, the DIAP will include a professional development and technical assistance outline, which includes, at a minimum, sending a leadership team from each school along with an LEA leadership team to the Differentiated Accountability (DA) Summer Academy.** *[6 POINTS]*

Deliverables: By August 31, 2014, the DA Summer Academy sign-in sheets will show attendance of district and school leadership.

By October 1, 2014, the SIP will include a corresponding professional development and technical assistance outline to address the school's role in implementation.³⁵

³³ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(vii) and I.A.2 (d)(2)(i)(B); and Form TOP-2 T12

³⁴ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(viii) and I.A.2 (d)(3)(i)(A); and Form TOP-2 TD2

³⁵ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(iv), I.A.2 (d)(1)(i)(D), and I.A.2 (d)(4)(i)(B)

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SIG Budget and Alignment of Resources³⁶ [6 POINTS]

1) Form DOE 101S will be automatically populated by budget items entered during completion of the Areas of Assurance and Areas of Focus sections. In the budget form, the LEA will be required to indicate whether the line item is an LEA- or school-level activity; for all school-level activities, the LEA must identify the applicable school(s). This information will be prepopulated to the Description field of the DOE 101S report (see example below). After SIG awards are made, all SIG dollars allocated for school-level activities will be populated to the respective SIP for those schools to further action plan and itemize. Schools will not be allowed to designate SIG dollars in excess of the amounts provided by the LEA for each component of the SIG proposal. [3 POINTS]

FLORIDA DEPARTMENT OF EDUCATION - BUDGET NARRATIVE FORM (DOE 101S)

- A) Name of Eligible Recipient/Fiscal Agent:** Prepopulated
- B) DOE Assigned Project Number:** Prepopulated
- C) TAPS Number:** Prepopulated

(1)	(2)	(3)	(3)b	(4)	(5)a	(5)b	(5)c	(5)d	(5)e	(6)	(7)
FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	FTE POSITION	Pre-Implementation Amount	Year 1 Amount	Year 2 Amount	Year 3 Amount	Total	% ALLOCATED to this PROJECT	Source
			LEA-Level Activity								Assurance 4
			School A Activity								Assurance 5
			School B Activity								Assurance 7
			School C Activity								DIAP Goal 1, Strategy 4
D) TOTAL					\$	-					

³⁶ Satisfies **FFY13 APP Part II.C** and **Form DOE 905**

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2) Districts must demonstrate commitment to align other resources to SIG interventions. **Evidence: By April 11, 2014, the DIAP will include a description with examples of the district's methodology for aligning other funding resources and/or services with the interventions.**³⁷ [3 POINTS]

Deliverable: By October 1, 2014, the SIP will include corresponding information on the alignment of resources with interventions.

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding.³⁸

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at the applicant's approved negotiated rate.

Project Performance Accountability and Reporting Requirements³⁹ [3 POINTS]

The **Assurances** and **DIAP Action Plans** include the specific tasks that the grantee is required to perform, the evidence(s) required to demonstrate completed tasks and the timeline for task completion. These items together will automatically populate the implementation timeline and schedule of deliverables (see sample below), which will be monitored throughout the grant period. The Implementation Timeline and Schedule of Deliverables will be reviewed as part of the proposal to ensure the timeline is complete, in logical order and that proposed evidences in the DIAP action plans for SIG goals are clearly related to the strategy or action step.

<i>Sample Implementation Timeline and Schedule of Deliverables⁴⁰</i>					
Source (Assurance or DIAP Goal, Barrier and Strategy)	Assurance Task, DIAP Action Step or Monitoring Activity	Who	Start Date, where applicable	Deliverable or Evidence of Completion	Due Date/End Date

³⁷ Satisfies FFY13 APP Part IB.Part2c

³⁸ Satisfies FFY13 APP Part IB.Part2.c and Part II.B.2

³⁹ Satisfies Form DOE 905

⁴⁰ Satisfies FFY13 APP Part II.B.4

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The Department's project managers will track and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d)&(e), F.S. For projects funded via Cash Advance, the Department's project managers will verify that the project's activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

Deliverables must be uploaded or completed directly within the online application and may include, but are not limited to:

- Documents such as manuals, reports, podcasts, videos, training materials, brochures and any other tangible product to be developed by the project.
- Artifacts from training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops or other delivery strategies.

Documentation must be clearly linked to the task, action step or monitoring activity for which it is required. LEAs are encouraged to submit documentation with clear and concise summary descriptions or notes explaining the connection to the task, action step or monitoring activity to facilitate the review process.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes⁴¹

Technical assistance and guidance will be posted at <https://www.flsiponline.com/> by February 3, 2014, and will be updated regularly as frequently asked questions come to the attention of the SIG Program Manager. Technical assistance will be provided as needed to all users with a login account via the SIP Online Intercom system. Programmatic guidance will be provided as needed by DA and BSI staff upon the request of the LEA through April 11, 2014.

Conditions for Acceptance/Substantially Approvable Form⁴²

The following requirements must be met for proposals to be considered in Substantially Approvable form and thus eligible for review:

- Proposal is submitted within the SIP Online no later than **11:59 p.m. on April 11, 2014.**
- All components of the proposal are completed, including all Fixed Requirements.
- Proposal includes required forms:

⁴¹ Satisfies **Form DOE 905**

⁴² Satisfies **Form DOE 905**

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- DOE 100A Project Application Form bearing the original signature of the superintendent for the school district. The SIP Online Phase 2 will generate this form for printing and signature. NOTE: DOE 100A forms signed by officials other than the district superintendent must attach a letter signed by the superintendent or other documentation citing action of the superintendent delegating authority to the person to sign on behalf of the superintendent.
- DOE 101S- Budget Narrative. The SIP Online RFP will generate this completed form (see SIG Budget section).
- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs” (if not already on file in the FDOE Comptroller’s Office).

All forms requiring original signatures must be received in the Office of Grants Management, Attention: FFY13 SIG 1003(g) Competition, Florida Department of Education, 325 W. Gaines Street, Room 332, Tallahassee, FL, 32399, by 5:00 p.m. Eastern Daylight Time on April 11, 2014.

Method of Review⁴³

A review process will be used to evaluate the *School Improvement Grant* competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities and geographic locations within Florida. Project proposals are screened by FDOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed.

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by at least three qualified reviewers representing experienced education professionals.
- Additionally, the FDOE Office of Grants Management will review proposals for compliance with the programmatic and fiscal policies of the project but does not score proposals.
- Each reviewer will assign a score to each component of the proposal, which will be tallied and submitted to the program office.
- The scores are averaged together. Proposals earning a score of zero for any component or with an average proposal score of less than 70% of possible points (not including bonus points) will not be eligible for funding consideration.

⁴³ Satisfies **Form DOE 905**

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Bonus Points

Bonus points will be added to the proposal score for the following criteria:

- Proportion of SIG-eligible out of total number of graded schools in LEA
 - 10-19.99% = 1 point per LEA
 - 20-49.99% = 2 points per LEA
 - 50% or higher = 3 points per LEA
- LEA implementation of SIG in Cohort 1 (Tier I and II) schools
 - One or more schools in Cohort 1 meeting 80% or more of final year targets in 2012-13 = 1 point per LEA
- Poverty Rate
 - 90% or higher based on 2012-13 Survey 3 Free and Reduced Price Lunch rate = 1 point per school
- Proportion of actual school grades points earned out of total possible in 2012-13
 - Fewer than 50% earned = 1 point per school
- Graduation rates in 2013
 - Under 60% = 1 point per school
- Planning or implementing a model in 2013-14 pursuant to s. 1008.33, F.S.
 - Planning or implementing = 2 points per school

After bonus points are applied, the program office will rank the proposals in order from highest to lowest score to determine award recipients. Awards are subject to the availability of funds. The ranking indicates the perceived overall quality of the proposals, but the FDOE retains the discretion to negotiate with other qualified applicants, as deemed appropriate, to determine the best-suited outcome, such as ensuring a district or region is not overrepresented in Cohort 3.

Annual Renewal

FDOE will make three-year awards using FFY13 funds. However, funds will be released annually based on renewal rubrics, which will be scored in three parts:

1) Documentation: Quarterly, the BSI will conduct a review of assurances and documentation to check for compliance and provide technical assistance and support as needed to help districts submit the appropriate deliverables. During the annual renewal process, any outstanding documentation will be noted and could affect the outcome.

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2) Implementation: Each awarded school will complete a mid-year reflection to self-assess the implementation fidelity and effectiveness of each strategy, as well as progress toward each goal established in the school improvement plan (SIP). REDs use the self-assessments combined with observations in the field to assign a rating (i.e., green [2 points], yellow [1 point], or red [0 points]) to each school and district on implementation for the following questions:

- Are they implementing the strategy with fidelity?
- Is the strategy reducing the barrier to the goal, as evidenced by leading indicators or other measurements?

3) Performance: Points will be assigned based on movement toward school targets as established by the LEA during the application process for each year of implementation, as follows:

- 2 points = target met or exceeded
- 1 point = some movement but target not met
- 0 points = decline or no movement in targets

In the first annual renewal, only Documentation and Implementation scores will be used to determine awards. The LEA and school must each earn 80 percent of the possible points on Documentation and Implementation, which will be weighted 40-60, respectively, in order for funds to be renewed for a second year.

In the second annual renewal, Documentation and Implementation from Year 2 *and* Performance scores from Year 1 of implementation will be used to determine continuation. The weighting will be 30 percent documentation, 40 percent implementation and 30 percent performance, and the LEA and school must earn 80 percent of the possible points for the respective school to receive funding for the third year.

If the threshold is not met during a renewal process, the RED will recommend renewal only if the LEA commits to receive additional technical assistance and support in refining the SIPs and DIAP to address the areas of deficiency and/or in the implementation itself. The LEA also may be required to do one or more of the following:

- Complete a thorough review of implementation practices to determine whether poor results are due to not implementing strategies as intended, and if so, commit to providing technical support to schools to ensure implementation fidelity
- Refine the strategies or select a new model, in cases where it is determined poor results are due to a misalignment of strategies to address the school's needs
- Make revisions to the grant budget and/or timeline
- Increase operational flexibility for the school administrators and instructional leaders

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If the school does not demonstrate improvement after two full years of implementation, the LEA will be required to complete a needs assessment using a format similar to the one set forth in Appendix B to determine whether one or more of the following actions is required, pursuant to s. 1008.33, F.S.:

- Select and implement a different model
- Replace staff who have been ineffective in implementing the original model

If a school has not demonstrated improvement and the RED cannot recommend renewal of SIG 1003(g) funds during an annual renewal process, FDOE will rescind funding for that school.

Fiscal Requirements⁴⁴

Funded projects and any amendments are subject to the procedures outlined in the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fldoe.org/grants/greenbook/>.

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

NOTE: Project recipients **do not** have the authority to report expenditures before or after dates specified in the DOE 200 timelines.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment and/or bank statements; all or any of which must be available upon request.

⁴⁴ Satisfies **Form DOE 905**

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CARDS - Cash Advance and Reporting of Disbursements System (C)⁴⁵

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Cash Advance and Reporting of Disbursements System (CARDS). If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an online amendment can be made prior to the due date of the next Federal Cash Advance distribution on CARDS.

Executive Order 11-02⁴⁶

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-02, the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the Contract term by the Contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the Contractor to perform work pursuant to this Contract.

⁴⁵ Satisfies **Form DOE 905**

⁴⁶ Satisfies **Form DOE 905**