



STATE OF VERMONT
Vermont Department of Education
120 State Street
Montpelier, VT 05620

Memorandum

FROM: Kathy Blanchard, CSR Grant Coordinator

DATE: January 24, 2006

SUBJECT: **Comprehensive School Reform (CSR) Grant Application for School Year 2006-2007**

The application for the Comprehensive School Reform (CSR) grant is now available.

We have learned that Congress has dropped the CSR program from its budget. Currently, we have sufficient funds to start several new programs in the 2006-07 school year. However, instead of providing the usual 3 years of funding, we will only be able to provide one year of funding.

The grants are competitive and open to all Title I or Title I eligible Vermont public schools that have not previously received a CSR grant. The minimum grant is \$50,000.00 per school per year.

Priority will be given to Title I or Title I eligible Priority Schools (schools that have been identified as needing improvement) and to Title I or Title I eligible schools that did not make Adequate Yearly Progress for the first time in 2005-06.

A grant application, including the rubric that will be used to score applications, may be requested from Kathy Blanchard at (802) 828-5404 or by e-mail, kathyblanchard@education.state.vt.us. It can also be found on the Vermont Department of Education website at http://www.state.vt.us/educ/new/html/pgm_federal/grants.html#csr_07.

Included in the application materials will be a "Letter of Intent to Submit a CSR Program Application". This letter **must** be received by the Department of Education by **February 24, 2006** if a school wishes to submit an application. Submitting this letter does not obligate a school in any way.

If you choose to participate, proposals must be received at this department no later than 4:00 p.m. on **Monday May 1, 2006**. Please submit an original and five copies to:

Kathy Blanchard, CSR Grant Coordinator
Vermont Department of Education
120 State Street
Montpelier, Vermont 05620

Questions and/or concerns may be addressed to Kathy via telephone at (802) 828-5404 or e-mail, kathyblanchard@education.state.vt.us.

CSR Grant Application Guidelines January 2006

A. Purpose of Grant

The Federal Comprehensive School Reform (CSR) Program, formerly known as Comprehensive School Reform Demonstration Program (CSRSD), provides financial incentives for schools needing to substantially improve student achievement. Participating schools are expected to implement comprehensive school reform programs based on scientifically based research and effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging state content and academic achievement standards. These programs are intended to stimulate schoolwide change covering all aspects of school operations. To be considered comprehensive, a school must integrate, in a coherent manner, eleven specific components listed in legislation. See [Appendix A](#) for further explanation concerning the following:

1. Methods and strategies proven to be effective through scientifically-based research
2. Comprehensive design
3. Professional development
4. Measurable goals and benchmarks
5. Support within the school
6. Support for teachers and principals
7. Parental and community involvement
8. External technical support and assistance
9. Annual evaluation
10. Coordination of resources
11. Strategies to improve academic achievement

B. Grant Period:

The CSR Grant is normally a 3-year grant. Because Congress has dropped the CSR program from its budget, the grant will be for one year only. The grant will begin no sooner than July 1, 2006 and extend to September 30, 2007.

C. Eligible Recipients:

The grant is competitive and open to all Title I or Title I eligible public schools in Vermont except those that have previously received a CSR grant.

Any Vermont LEA (defined for this purpose as supervisory union/district) may apply on behalf of an individual school or consortia of small schools. Two or more LEAs may apply as a consortium. The LEA must submit a completed CSR application for **each school** it seeks to have funded.

D. Grant Review Process

All applications will be screened initially to ensure that all required information is included. The Department of Education reserves the right to disqualify any and all applications that are incomplete or do not include required information, such as budget form, original signatures, letters of support and commitment, etc. (See “*Checklist of Documents*”)

The total application must not exceed 25 pages excluding the cover page, Appendix C, D, and E, the written agreement with the external technical assistance provider, the staff letter of commitment, action plan, and the LEA letter of support/commitment. Excess narrative and/or non- required attachments will be disregarded. Please use 12 point font.

CSR applications will be reviewed by a team of Vermont Department of Education staff with expertise in the areas of comprehensive school reform and action planning. Reviewers will rate applications using the enclosed “Scoring Rubric”. Reviewers will be looking for evidence that is convincing and compelling demonstrating that the proposed CSR program will be implemented and sustained and that the desired changes in student academic performance will be attained.

Each application will be read and rated separately by at least two reviewers using the scoring rubric. Each application will then be discussed and a final rating agreed upon by all reviewers. Any application that receives a 0 or 1 rating on any of the items in the rubrics may be disqualified.

After an application has received a final rating on the rubric, priority points will be added (See **Section F** below). Funds will be awarded to the highest scoring proposals subject to conditions stated in **Section E**.

Applicants will be notified in writing if their application will be funded or not.

E. Funding:

1. Source of Funds

Funding is available through **Title I, Part F**. Only LEAs or consortia of LEAs that are eligible for funds under Part A of Title I may apply. The funds must be used to support CSR activities in Title I or Title I eligible schools.

2. Size of Grants

Each CSR grant award will be at a minimum \$50,000 annually per school or per consortia of small schools (defined as one that serves a total of not more than 500 students).

If two or more LEAs apply as a consortium, each LEA within the consortium must apply on behalf of each of its schools. In this case, each school within the consortium will receive a minimum of \$50,000.

All awards are subject to availability of federal funds. The Vermont Department of Education reserves

the right to award in part, to reject any and all proposals in whole or part, and to waive defects, irregularities or omissions if, in its judgement, the best interest of the State would be served. After receiving the grant applications, the DOE reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the evaluation process in order to meet federal requirements or State Board of Education priorities. In addition, the DOE reserves the right to change the dollar amount of grant awards in order to meet federal guidelines.

F. Priorities:

The highest competitive priority will be given to LEAs or consortia of LEAs that:

1. Plan to use the money in one or more of the State's **Title I or Title I eligible Priority schools** (schools that have been identified as needing improvement).
2. Demonstrate a commitment to assist these schools in their reform efforts with such things as budget allocation, professional development, and other strategies to ensure that the comprehensive reforms are properly implemented and sustained.

Priority points will also be given to Title I or Title eligible schools that did not make AYP for the first time in 2005-06

Effort will be made to distribute grant awards to different parts of the state and to schools with different grade spans (i.e. elementary, middle school, high school).

G. Use of Funds:

1. CSR funds **must** be used to support initial implementation of the proposed CSR program.
2. CSR funds **may** be used for:
 - professional development and training for teachers, administrators, parents/community members;
 - developing or acquiring instructional materials;
 - securing external technical assistance;
 - costs associated with the implementation of the reform program such as curriculum, instruction, assessments and school management.
3. Funds may **not** be used for:
 - any prior planning that is needed to create the program;
 - covering the cost of proposal development.

Funds are not intended to fully support all aspects of a school's reform efforts. A school **must demonstrate** how all available federal, state, and local resources will be used to support and sustain efforts. Funds must be used to **supplement not supplant** funds that a school or LEA would otherwise receive. This applies to state and local funds as well as federal.

H. Expectations for Schools and LEAs Receiving CSR Funding:

1. Initial implementation of a comprehensive school reform program is expected to begin in the 2006-2007 school year.
2. The program must integrate all eleven CSR components. Since CSR funds are not intended to support “piecemeal” strategies, the school must demonstrate how all components will interrelate to make a coherent well-designed schoolwide program.
3. A school must make a commitment to implement the school reform program for the 2006-07 school year after which time the reform will continue to be supported by the district and school through other funding sources.
4. A school must take part in a Department of Education mid-year review sometime in February or March.
5. Submit to the Dept. of Education, a copy of the LEA/school’s annual evaluation of the CSR program as required in Component 9.
6. The LEA and school must submit a brief End-of-Year Report which will address both the progress of the implementation of the comprehensive reform program and of the student achievement results.
7. Participate in any state and national evaluations of CSR. This may include a survey and a site visit with staff, parent, and student interviews. Grantees will be notified of any other reporting requirements that may be mandated by the USDOE.
8. Applicants may be asked to clarify certain aspects of their proposals. Schools applying for funds may be asked to participate in an interview or receive an onsite visit to clarify application information. Schools will be contacted if such clarification is needed.

I. Intent to Submit:

Any LEA wishing to apply for a CSR grant **must** submit the “*Letter of Intent to Submit a CSR Application*” found in [Appendix B](#). The Letter of Intent is due back to the Department of Education no later than **February 24, 2006**. Submitting this letter does not obligate the LEA in any way.

Proposals must be submitted no later than 4:00 PM on Monday **May 1, 2006**. Please submit an original and 5 copies of the grant application. Grants may not be faxed or e-mailed. The LEA will be notified in writing of the grant decision by the end of June 2006.

The Department of Education reserves the right to disqualify any or all applications that are incomplete, do not include required information such as budget forms, original signatures, required agreements between the LEA and selected service providers, or are not received by 4:00 PM on May 1, 2006.

Please direct questions and submit application to:

Kathy Blanchard, Grant Coordinator
Department of Education
120 State Street
Montpelier, VT 05620
(802) 828-5404
kathyblanchard@education.state.vt.us

COMPREHENSIVE SCHOOL REFORM

CHECKLIST OF DOCUMENTS

To Be Included in Your Application

- Cover Page
- Copy of School's Action Plan
- Application Narrative
- Appendix C: Signed Assurances*
- Appendix D: Implementation Plan for Year 1*
- Letter of Support from LEA
- Letter of Staff Commitment (See *Component 5* in application for instructions.)
- Appendix E: School Budget Form*
- Written Agreement from External Provider

**VERMONT COMPREHENSIVE SCHOOL REFORM APPLICATION
January 2006**

COVER PAGE

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| Supervisory Union/District: | | |
| Superintendent: | | |
| E-mail: | | |
| School: | | |
| Principal: | | |
| E-mail: | | |
| CSR Contact Person (if different from Principal): | | |
| Phone: | | |
| E-mail: | | |
| Check one: | <input type="checkbox"/> Title I Targeted Assistance <input type="checkbox"/> Title I School-wide <input type="checkbox"/> Title I Eligible | |
| Amount Requested: | \$ | |

Signature of Superintendent

Date

CSR APPLICATION NARRATIVE

Applications can only be submitted by an LEA on behalf of a school. The LEA (defined for this purpose as the supervisory union/district) must provide the following information for each school it is applying for. Although LEAs or a consortium of LEAs may apply for CSR funds on behalf of one or more schools, the merit of each school's comprehensive design must be evaluated for funding independently of the others contained in the same application.

The application should be written by the school and LEA in collaboration. The Application Narrative must address each of the following sections and follow the outline below. Applications that fail to address each of the sections below may be disqualified. Total size of the Application Narrative must not exceed 25 pages.

1. School Readiness:

Provide a description of the school that includes student, staff, and community demographics and other relevant information that demonstrates a high degree of potential for success in implementing comprehensive school reform. Include evidence that the school is ready to undertake whole school reform.

2. Statement of Need:

A school must complete an in depth needs assessment and analysis before designing a program for schoolwide change.

- ◆ Describe the needs assessment process used. Please be sure to include:
 - a. What needs assessment process was used?
 - b. Who was involved in the needs assessment process and when did it occur?
 - c. What data were collected, disaggregated, and analyzed? The data must include your State Assessment results for Math & Language Arts, if applicable, your Developmental Reading Assessment (DRA) scores, and other sources of data such as drop out rates, portfolio results, parent and student survey information, student retention rates, etc.
- ◆ What specific needs, concerns, and/or issues currently exist in the school that the proposed CSR program will address? (Please remember that the goal of CSR funding is to assist **all** students to achieve high standards.)
- ◆ What strengths and existing assets (school, community, and district) have been identified that the school can build upon?
- ◆ What do you hope to accomplish by undertaking whole school reform?

3. *Planning Process:*

An LEA is responsible for ensuring that each individual school it is applying for develops a unique program based on that school's needs assessment, an analysis of those needs, and the goals developed as a result of the analysis.

- ◆ Describe the process used to plan the school's proposed CSR program. Include the timeline in which this process was undertaken, in-school or out- of-school meetings, seminars or workshops attended, visits to other schools, model developer visits, etc. List the members of your CSR planning team (including parents and community members) and their roles in your school.
- ◆ Describe how the LEA was involved in assisting the school with its development of the proposed CSR program.
- ◆ Describe how the proposed CSR program, including the incorporation of any scientifically based model(s), will address the needs, concerns, and/or issues identified by the needs assessment?
- ◆ Has the school received other grants (federal, state, local, or private) to undertake any aspects of the proposed CSR program? If so, explain.

4. *Action Plan*

Describe how the school's CSR program will be aligned with the school's Action Plan and with the supervisory union CFP Investment Plan. ***A copy of the school's action plan must be included with this application.***

5. *Ongoing Support*

LEAs must provide assistance and support to their schools implementing comprehensive school reform. They can provide both guidance and flexibility.

- ◆ Describe how the LEA plans to provide on-going technical assistance and support for effective implementation of the school's proposed CSR program. Who at the LEA level will be coordinating this support?
- ◆ What types of supports and strategies will the LEA use to help sustain successful CSR efforts after the grant has expired? Explain how local resources (human, time, financial) and the district CFP Investment Plan will support implementation of the CSR program and help sustain reform efforts.
- ◆ Attach a letter of support/commitment from the LEA signed by the superintendent indicating how the LEA will support the school in implementing the comprehensive school reform program.

6. Assurances

- ◆ Please sign and include the “Assurances” form in **Appendix C** that assures the LEA will comply with:
 - a. Equitable program participation;
 - b. General assurances in section 9306 of the ESEA;
 - c. The requirement that CSR funds will be used only to supplement and not supplant, federal, state, and local funds a school would otherwise receive;
 - d. A lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85.

7. CSR Program Description:

*To be considered for funding, the school’s Application Narrative **must address each of the eleven components** of a CSR program. (See **Appendix A**) Although each component must be addressed separately, the eleven components should be regarded as interdependent parts of a whole school reform effort. The content written in one component should reinforce content provided in another.*

The narrative needs to describe how all eleven components are integrated in a coherent manner. Any application that fails to address any one of the eleven components may be disqualified.

Eleven CSR Components:

Component 1: Methods and strategies proven to be effective through scientifically based research.

- ◆ Describe the existing evidence that the methods and strategies that your school plans to incorporate in its CSR program are based on scientifically based research and effective practices and that they have been replicated successfully in other schools. Specifically, evidence should be provided on the following dimensions:
 - The theoretical or scientifically-based research foundation for your comprehensive school reform program;
 - Evaluation-based evidence of improvement in student achievement;
 - Evidence of effective implementation; and
 - Evidence of replicability.

Component 2: Comprehensive Design.

- ◆ Describe your proposed CSR program including any externally developed or “home grown” model(s) that you intend to incorporate. (**Remember that the model is not the program.**) Indicate the name of any reform model(s) you wish to adopt under this grant. Describe the model and include:
 - a. Evidence of research-based data indicating success in raising student achievement;
 - b. Evidence that it has been replicated successfully;
 - c. How it meets the needs of your school identified in your needs assessment; and

- d. How your action plan and district CFP investment plan will be aligned with the program.
- ◆ The CSR program is the result of all actions taken to meet the eleven components. Does your chosen model address all 11 components? If not, list the components it does not cover, and describe what other actions the school will need to take to address the components not covered by the model. (Existing Title I, Title II, etc. and local or district efforts may serve to complete the whole-school reform effort.)
 - ◆ Describe how the program has a comprehensive design that effects all students and staff members and integrates instruction, assessment, classroom management, professional development, parental involvement, and school management.

How does the program change the “way we do business”?

- ◆ Explain the CSR program’s vision (i.e. the clear image of what the school wants to become), its goals (measurable and linked to student achievement of state standards), the action steps to be taken, people involved, resources needed, and projected timeline.
- ◆ Describe how the proposed CSR program (including incorporated models) focuses on improving teaching and learning and how it will assist all students (including “at risk” populations such as special education and economically disadvantaged students) to meet the challenging content and performance standards contained in the *Vermont Framework of Standards and Learning Opportunities* and the GLEs.
- ◆ Using the form in [Appendix D](#), fill in the information for the first year of implementation. This will include:
 - a. What action steps will occur;
 - b. Who will be involved in these action steps;
 - c. Timeline for completion of the steps;
 - d. Resources needed to accomplish the steps.
- ◆ Provide a general overview of what will occur during the year after the grant expires.

Component 3: Professional Development

- ◆ Describe the professional development plan that will provide high quality, on-going classroom focused staff development and training for school staff and/or parents and the community.

Please include:

- a. Who took part in the development of the professional development plan;
- b. Who will participate in the professional development;
- c. How it is classroom based;
- d. How the plan uses existing school and LEA professional development resources and inservice days to support the CSR program;
- e. How time for staff to reflect, analyze, and refine professional practice will be provided.

- ◆ How will the professional development result in students achieving demonstrable success toward meeting the standards found in the *Vermont Framework of Standards and Learning Opportunities* and the GLEs?
- ◆ How will the professional development focus on building site based capacity to sustain reform?
- ◆ Describe how the professional development will involve proven innovative strategies that are both cost effective and easily accessible and that ensure that teachers are able to use state assessments and challenging state academic content standards to improve instructional practice and student achievement.
- ◆ Describe how the school will regularly evaluate the impact of professional development on teacher effectiveness and student performance.
- ◆ Describe how the professional development will be aligned with and how it will address the school's specific identified needs and goals, especially for math and language arts.
- ◆ Explain how the professional development will be supported by the school's action plan and the district CFP Investment Plan.
- ◆ How will it provide for multiple learning opportunities and formats such as coaching, examining student work, analyzing data, peer teaching, etc.?
- ◆ Explain how professional development will result in increased teacher knowledge of both academic subjects and effective instructional strategies grounded in scientifically based research.

Component 4: Measurable Goals and Benchmarks

A comprehensive school reform program includes measurable goals for student academic achievement and establishes interim check points for assessing progress towards meeting those goals.

- ◆ List the school's goals. They must:
 - a. Be written in terms of measurable student performance;
 - b. Be linked to identified needs and to the school's action plan;
 - c. Include goals for performance on Vermont's state assessments in math and language arts and, if applicable, DRA state assessments;
 - d. Include other indicators related to student performance like attendance, graduation rates, retention rates, course taking patterns, etc.
 - e. Include goals for the sub groups of students with disabilities and economically disadvantaged students.
- ◆ Describe how the school will measure progress toward achievement of the goals.
- ◆ Describe how the school will assess its interim progress toward meeting the goals.

Component 5: Support within the School

- ◆ Describe how teachers, administrators, and other staff collaborated in the selection of the model provider and in the development of the CSR program.
- ◆ Describe the level of commitment of your school community (i.e. administrators, teaching and non-teaching staff, parents, district personnel, etc.) to undertaking the proposed CSR program.
- ◆ Describe the process that was used to ascertain this commitment and provide evidence that at least 80% of the administration and staff of the school agree to implement the proposed CSR program.

Please include a “Staff Letter of Commitment” signed by at least 80% of the school’s administration and staff. This letter must be on school letterhead; indicate the total number of administrators and staff at the school followed by the printed name, signature, and the person’s role at the school; and contain a statement from the principal and teachers that they support and will participate in the implementation of the program.

Component 6: Support for Teachers and Principals

- ◆ Describe how the proposed CSR program will provide support for teachers, administrators, and other school staff by doing such things as encouraging team work, celebrating accomplishments, creating shared leadership, encouraging responsibility for reform efforts, providing needed professional development, providing time to collaborate, etc.
- ◆ Provide assurances that the school will allocate ample time and resources for planning and professional development and will make implementing the CSR program a priority.
- ◆ Describe how budget allocations reflect support within the school.
- ◆ How will the other resources such as release time and use of existing LEA and school professional development resources and inservice days be used to support the program?

Component 7: Parental and Community Involvement

- ◆ Describe how the proposed CSR program will include the *meaningful* involvement of parents and community members in **planning, implementing** and **evaluating** school improvement activities.
- ◆ Describe how you will build parent’s capacity for involvement.

Component 8: External Technical Support and Assistance

- ◆ What institution/person/model that has experience and expertise in schoolwide reform and improvement will provide the ongoing, high quality, *external* support and technical assistance to your school in order to help it implement the CSR program? Please include

all externally developed model(s), specific organizations (may include an institution of higher education) or

- ◆ people and their expertise in schoolwide reform and improvement that you will use. *(Note: External provider **cannot** be someone from the school or central office. For example, the person*
- ◆ *hired by the district to provide math content professional development to staff cannot be considered the external technical assistance provider for purposes of this component).*
- ◆ Explain why this institution/person/model was chosen to be the external technical assistance provider.
- ◆ Describe the high quality technical assistance and support that will be provided by the external service provider.

Include:

- a. How the external provider will assist with monitoring, evaluation, and other functions;
 - b. Services to be provided;
 - c. Description of the onsite assistance to be provided;
 - d. Timeline for services;
 - e. Description of any off site services to be provided;
 - f. Professional development to be provided.
- ◆ Please include a memorandum of understanding, a letter of commitment, or other written agreement from the external technical assistance provider indicating that the provider has agreed to work with the school. *(The external service provider may come from a variety of entities, including but not limited to, model provider, program developers, research organizations, universities, and regional organizations.)* Letter must include:
 - a. A description of what services will be provided to the school;
 - b. Documentation that the provider has a successful track record, financial stability, and the capacity to deliver high quality materials, professional development, and onsite support during the implementation period;
 - c. An explanation of what expertise and experience in whole school reform the external technical assistance provider has.

Component 9: Annual Evaluation

*The LEA is responsible for evaluating the success of the **implementation** of the school's CSR program and the progress toward improvement in **academic achievement** of all students in the school. The evaluation must be done in collaboration with the school.*

- ◆ Describe the annual evaluation plan to be used for assessing of the school's progress toward attainment of its **student performance goals** delineated in Component 4. The plan must include:
 - a. How the school will measure student achievement on assessments that at least include the state assessments in math and language arts and DRA (if applicable);

- b. How the school will use other indicators related to student performance such as attendance, retention rates, graduation rates, etc. to measure progress;
 - c. The timetable for carrying out the evaluation.
- ◆ Describe the annual evaluation plan to be used to assess the progress toward full **implementation** of the CSR program. Include:
 - a. Indicators to be used to measure this progress;
 - b. Data that will be collected and analyzed;
 - c. Who will be involved in the evaluation process;
 - d. The timetable for carrying out the evaluation.
 - ◆ Describe how the school will use program evaluation results and other data to track the impact of the CSR program at the school level throughout the year.
 - ◆ Describe how the evaluation process will:
 - a. Collect, analyze, and report data pertinent to CSR implementation and impact;
 - b. Address the involvement and participation of administration, all levels of school staff, and parents and community members;
 - c. Identify which tasks will be the responsibility of the LEA and which will be the responsibility of the school.

Component 10: Coordination of Resources

- ◆ Describe in a budget narrative how the CSR program will **use the CSR grant and all other available** federal, state, and local funds and resources to support and sustain the reform efforts.

Narrative must include:

- a. The amount of CSR funds being requested;
 - b. The amount of “other” funds (beside the CSR money) that will be needed to implement the proposed CSR program;
 - c. A description of what the requested CSR funds will be used for. (Do not describe this in general terms but include a level of detail.);
- ◆ How will the program be **sustained** financially after the grant has expired?
 - ◆ Please complete the budget form in **Appendix E** to show how the CSR grant will be used and what **other local and federal** funds will be used to support the program as well. (You must include references to the other local and federal funds.)

Component 11: Strategies to Improve Academic Achievement

Describe what findings there are to demonstrate that the proposed program has been found, through scientifically based research or other strong evidence, to significantly improve the achievement of participating students;

OR

That the program has been found to have strong evidence that it will significantly improve the academic achievement of participating students.

COMPREHENSIVE SCHOOL REFORM

**APPENDIX A
Components**

A comprehensive school reform program is one that addresses each of the following eleven components in a comprehensive and integrated design.

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| <p>1. Methods and strategies proven to be effective based on scientifically based research</p> | <p>A comprehensive school reform program employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.</p> <p>Component one emphasizes the need for schools, in designing their comprehensive reform program, to employ proven strategies and methods that are grounded in scientifically based research in core academic subjects, especially mathematics and reading. Staying focused on academic achievement, building a comprehensive program that supports it, and emphasizing "what works" in the classroom are important elements of a successful comprehensive design.</p> |
| <p>2. Comprehensive Design</p> | <p>A comprehensive design for effective school functioning integrates instruction, assessment, classroom management, professional development, parental involvement, and school management. By addressing needs identified through a school needs assessment, it aligns the school's curriculum, technology, and professional development into a plan for schoolwide change. The ultimate goal of this design is to enable all students to meet challenging state content and student academic achievement standards.</p> |
| <p>3. Professional Development</p> | <p>The program provides high-quality and continuous teacher and staff professional development and training. The professional development involves proven, innovative strategies that are both cost effective and easily accessible and ensures that teachers are able to use state assessments and challenging state academic content standards to improve instructional practice and student academic achievement.</p> <p>Well-designed professional development activities increase all teachers' knowledge of both the academic subjects they teach and effective instructional strategies that are grounded in scientifically based research. They include strategies such as partnerships with institutions of higher education and address such topics as the use of data and assessment; the use of technology; and improving the instruction of special needs children.</p> |

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| <p>3. Professional Development - continued</p> | <p>The professional development is intensive, sustained over time, and classroom focused. Those who participate in professional development also help to design it, and the design is well integrated with school and district educational improvement plans. The professional development component is regularly evaluated to gauge its impact on increased teacher effectiveness and improved achievement. Strategies employed are consistent with high-quality professional development as described in Title II, Part A of the ESEA.</p> |
| <p>4. Measurable goals and benchmarks</p> | <p>A comprehensive school reform program includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals. The Department encourages LEAs to link these goals to the state's definition of adequate yearly progress (AYP) in Section 1111(b)(2) of the ESEA.</p> |
| <p>5. Support within the school</p> | <p>Teachers, principals, administrators, and other staff throughout the school support the program in a CSR school. They demonstrate this support by, among other activities, understanding and embracing the school's comprehensive reform program, focusing on continuous improvement of classroom instruction, and participating in professional development.</p> |
| <p>6. Support for teachers and principals</p> | <p>A CSR program provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibilities for reform efforts. The program encourages teamwork and the celebration of accomplishments. These and other means of support are part of the school's comprehensive design.</p> |
| <p>7. Parental and community involvement</p> | <p>The program provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities. In addressing this component, schools create strategies that are consistent with the parental involvement requirements of Title 1, Part A. (See section 1118 of the ESEA). Schools pay special attention to building parents' capacity for involvement and design ways in which parents can be brought into the instructional program and contribute to the academic achievement of their children.</p> |
| <p>8. External technical support and assistance</p> | <p>The program uses high-quality external support and assistance from an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education. Funded programs must be supported by qualified technical assistance providers that have a successful track record, financial stability, and the capacity to deliver high-quality materials, professional development for school personnel, and on-site support during the full implementation period of the reform.</p> |
| <p>9. Annual Evaluation</p> | <p>The program ensures accountability by including a plan for the annual evaluation of the implementation of school reforms and the student results achieved. The evaluation helps ensure that the school is making progress toward achieving its measurable goals</p> |

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|---|---|
| | and benchmarks and that necessary adjustments and improvements will be made to the reform strategies. |
| 10. Coordination of resources | The comprehensive program must identify federal, state, local and private financial and other resources that schools can use to coordinate services that support and sustain comprehensive school reform. |
| 11. Strategies that improve academic achievement | <p>The program must meet one of the following requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program has been found, through scientifically based research, to significantly improve the academic achievement of participating students; or <input type="checkbox"/> The program has been found to have strong evidence that it will significantly improve the academic achievement of participating children. |

COMPREHENSIVE SCHOOL REFORM

APPENDIX B

Letter of Intent to Submit a CSR Program Application

If you intend to submit an application for a Comprehensive School Reform (CSR) grant, you **must** complete the sections below and return this form by **February 24, 2006**. Filing this intent does not obligate the LEA in any way.

| | | |
|--|-------|---|
| Supervisory Union/District: | | |
| School: | | |
| CSR Contact (if different from Principal): | | <input type="checkbox"/> Title I Targeted Assistance <input type="checkbox"/> Title I School-wide <input type="checkbox"/> Title I Eligible |
| Title: | | |
| Contact Phone: | | |
| Contact Fax: | | |
| Contact e-mail: | | |
| Superintendent Signature | DATE: | |
| Principal Signature | DATE: | |

Please fax or mail this Letter of Intent to: Kathy Blanchard, Vermont Department of Education,
 120 State Street, Montpelier, Vermont 05620
 Fax: (802) 828-6563

COMPREHENSIVE SCHOOL REFORM

**APPENDIX C
LEA Assurance Form**

The _____ assures the Vermont Department of Education that it will comply with the following provisions:

- Equitable program participation, as required under section 427 of the General Education Provision Act;
- The general assurances in section 9306 of the ESEA;
- The requirement that CSRD funds will be used only to supplement and not supplant, federal, state, and local funds a school would otherwise receive; and
- The lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85.

Superintendent Signature

Date

COMPREHENSIVE SCHOOL REFORM

**APPENDIX D
Implementation Plan (2006-07)**

| Action/Activities | Timeline (when will activity occur) | Who will take part in the activity? | Resources/Budget |
|-------------------|---|--|------------------|
| | | | |

COMPREHENSIVE SCHOOL REFORM

APPENDIX E

School Budget Form (2006-07)

| Use of Funds | Year funds will be used | Amount of CSR funds to be used | Amount and source of "other" funds to be used (federal, state, local) |
|--------------|-------------------------|--------------------------------|--|
| | | | |
| | | Total CSR: | Total "Other" : |

**Vermont Scoring Rubric for the CSR Program Grant Proposals
For School Year 2006-2007**

Preference Points:

10 pts. – Title I or Title I eligible Priority Schools

5 pts. – Title I or Title I eligible schools that did not make AYP for the first time.

LEA _____

School _____

Rubric Score _____

Preference Points _____

TOTAL SCORE _____

Did the application receive a rating lower than “2” in any of the components? YES ____ NO ____

Do you recommend approval of the application at this time? YES ____ NO ____

Do you recommend requesting clarification or additional information? YES ____ NO ____

If yes, please indicate areas needing clarification and/or additional information.

COMPREHENSIVE SCHOOL REFORM

Definitions for CSR Rubric

EXEMPLARY

All requested information is included and is complete, convincing, and fully understandable to the reader. The response shows a deep understanding of comprehensive school reform and how this item will contribute to its success in this school.

SUFFICIENT

Most information is included and is clear, convincing, and fully understandable to the reader. The response shows a broad understanding of the importance of this item to successful comprehensive school reform. Minimal clarification or information may be needed and can easily be obtained via the telephone.

MARGINAL

The response shows some understanding of how this item relates to comprehensive school reform, but significant additional information or clarification is needed. However, there is sufficient information for readers to make suggestions for improvement.

LOW

The response is incomplete, unconvincing, or so unclear that readers are unable to give specific suggestions about how it can be improved. The response shows little or no understanding of comprehensive reform.

INFORMATION NOT PROVIDED

There is no information or the information provided does not match what was requested in the RFP. It would appear that the school does not have an understanding of comprehensive school reform or an understanding of the importance of this item as it relates to comprehensive school reform.

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|--------------------------|---|--|----------------------------------|--|
| School: _____ Total Score: _____ Date: _____ Reviewer: _____ | | | | | |
| Directions: Use "Notes" area for comments on strengths and weaknesses. Please at least include a comment for any item that you score as "Low" or Marginal". | Information not provided | Low (lacks sufficient information) | Marginal (requires clarification or additional information) | Good (clear and complete) | Exemplary (well conceived and thoroughly developed) |
| A. School Readiness: | | | | | |
| 1. Provides a description of the school that includes student, staff, and community demographics and other relevant information that demonstrates a high degree of potential for success in implementing comprehensive school reform. Included is evidence that the school is ready to undertake whole school reform. | 0 | 1 | 2 | 3 | 4 |
| <i>Notes on Section A:</i> | | | | | |
| B. Statement of Need: | | | | | |
| 2. Describes the needs assessment process used, including who was involved in the process, when it occurred and the data that was collected, disaggregated, and analyzed. (The data must include results from state assessments for math and language arts and, if applicable, the DRA and other sources of data such as drop out rates, portfolio results, retention rates, etc.) | 0 | 1 | 2 | 3 | 4 |
| 3. Describes specific needs, concerns, and/or issues that currently exist in the school that the proposed CSR program will address. Includes a list of strengths and existing assets (school, community, etc.) that have been identified that the school can build on. | 0 | 1 | 2 | 4 | 6 |
| <i>Notes on Section B:</i> | | | | | |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|---|---|---|---|----|
| <i>C. Planning Process:</i> | | | | | |
| 4. Describes the process used to plan the school's proposed CSR program. Included were the list of members of the planning team and a timeline in which the process took place. | 0 | 1 | 2 | 3 | 4 |
| 5. Describes how the LEA was involved in assisting the school with its development of the program. LEA played a significant role in the development. | 0 | 1 | 2 | 8 | 10 |
| 6. Describes how the program will address the needs, concerns, and/or issues identified by the needs assessment. | 0 | 1 | 2 | 3 | 4 |
| <i>Notes on Section C:</i> | | | | | |
| <i>D. Action Plan</i> | | | | | |
| 7. Describes how the school's CSR program will be aligned with the school's action plan and with the LEA's CFP Investment Plan. | 0 | 1 | 2 | 4 | 6 |
| <i>Notes on Section D:</i> | | | | | |
| <i>E. Ongoing Support</i> | | | | | |
| 8. Describes how the LEA plans to provide ongoing technical assistance and support for effective implementation of the proposed CSR program. A person at the LEA level is identified to coordinate this support. | 0 | 1 | 2 | 6 | 8 |
| 9. Describes what types of supports and strategies the LEA will use to help sustain successful CSR efforts after the grant expires. | 0 | 1 | 2 | 4 | 5 |
| 10. Explains how local resources (human, time, financial) and the district CFP investment plan will support implementation of the CSR program and help sustain reform efforts after the grant expires. | 0 | 1 | 2 | 4 | 6 |
| <i>Notes on Section E:</i> | | | | | |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|---|---|---|---|----|
| | | | | | |
| <i>F. Eleven Components:</i> | | | | | |
| Component 1: Methods and strategies proven to be effective through scientifically-based research. | | | | | |
| 11. Gives evidence that proven methods and strategies are based on scientifically based research. The research includes: a. The theoretical or scientific-based research foundation for the CSR program; b. Evaluation-based evidence of improvement in student achievement; c. Evidence of effective implementation; d. Evidence of replicability | 0 | 1 | 2 | 4 | 5 |
| <i>Notes on Component 1:</i> | | | | | |
| Component 2: Comprehensive Design | | | | | |
| 12. Describes how the program is comprehensive. Shows how it will effect all students and align instruction, assessment, classroom management, professional development, parent involvement, and school management. | 0 | 1 | 2 | 8 | 10 |
| 13. Indicates that the model addresses all 11 components. If it does not, lists the components not addressed. And describes what other actions the school will take to address the missing components. | 0 | 1 | 2 | 4 | 6 |
| 14. Includes a description of the proposed reform program including the externally developed or locally developed model(s) to be used. Description includes: a. Evidence the model has been successfully replicated; b. Evidence of research-based data indicating success in raising student performance; c. How the model meets the needs the school identified in the needs assessment; d. How action plan and district CFP Investment Plan will be aligned with the program. | 0 | 1 | 2 | 8 | 10 |
| 15. Explains the CSR program’s vision (i.e. a clear image of what the school wants to become), the measurable goals for student performance and the action steps to be taken, people involved, resources needed, and a projected timeline. | 0 | 1 | 2 | 8 | 10 |
| 16. Explains how the program will change “the way we do business”. | 0 | 1 | 2 | 6 | 8 |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|---|---|---|----|----|
| 17. Describes how the program will focus on improving teaching and learning and how it will assist all students including “at risk” populations to meet content and performance standards. | 0 | 1 | 2 | 6 | 8 |
| 18. Using Appendix D , has laid out the first year of implementation. | 0 | 1 | 2 | 4 | 6 |
| 19. Has provided a general overview of what the program will look like in the year following the grant. | 0 | 1 | 2 | 4 | 6 |
| 20. Is this a proposal for a comprehensive reform program? | 0 | 1 | 2 | 10 | 12 |
| <i>Notes on Component 2:</i> | | | | | |
| Component 3: Professional Development | | | | | |
| 21. Describes a professional development plan that will provide high quality professional development. Shows who took part in the development of the professional development plan; who will take part in the professional development; and how time for staff to reflect, analyze, and refine professional practice will be provided. | 0 | 1 | 2 | 8 | 10 |
| 22. Gives evidence that the professional development is classroom based and will be sustained over time. | 0 | 1 | 2 | 4 | 6 |
| 23. Describes how existing LEA and school professional development and inservice days will be used to support the CSR program. | 0 | 1 | 2 | 4 | 6 |
| 24. Gives evidence that the professional development involves proven, innovative strategies that are both cost effective and easily accessible and that ensure that teachers are able to use state assessments and challenging state academic content standards to improve instructional practice and student academic achievement. | 0 | 1 | 2 | 4 | 6 |
| 25. Describes how the school will regularly evaluate the impact of the professional development on teacher effectiveness and student performance? | 0 | 1 | 2 | 8 | 10 |
| 26. Describes how the professional development will be aligned with and how it will address the school’s specific identified needs and goals especially for math and language arts? | 0 | 1 | 2 | 4 | 6 |
| 27. Describes how professional development will be supported by the school’s action plan and district’s CFP Investment Plan. | 0 | 1 | 2 | 8 | 10 |
| 28. Shows how professional development will result in increased teacher knowledge of both academic subjects and effective instructional strategies grounded in scientifically based research. | 0 | 1 | 2 | 4 | 6 |
| 29. Shows how professional development focuses on building site based capacity. | 0 | 1 | 2 | 4 | 6 |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|---|---|---|---|---|
| 30. Shows how it provides for multiple opportunities and formats such as coaching, examining student work, analyzing data, participates in peer teaching, etc. | 0 | 1 | 2 | 6 | 8 |
| 31. Shows how professional development will result in students achieving demonstrable success toward meeting standards. | 0 | 1 | 2 | 3 | 4 |
| <i>Notes on Component 3:</i> | | | | | |
| Component 4: Measurable Goals and Benchmarks | | | | | |
| 32. Lists the school's goals. They must: a. Include goals for performance on Vermont's state assessments for math and language arts and the Developmental Reading Assessment (DRA) (if applicable); b. Be written in terms of measurable student performance; c. Be linked to the needs identified; d. Be linked to the school's action plan; e. Include other indicators of student achievement such as attendance, graduation rates, retention rates, etc. | 0 | 1 | 2 | 4 | 6 |
| 33. Included goals for the subgroups of students with disabilities and economically disadvantaged students. | 0 | 1 | 2 | 4 | 6 |
| 34. Describes how school will measure progress toward achievement of the goals. | 0 | 1 | 2 | 3 | 4 |
| 35. Describes how the school will assess its interim progress toward meeting the goals. | 0 | 1 | 2 | 4 | 6 |
| <i>Notes on Component 4:</i> | | | | | |
| Component 5: Support Within the School | | | | | |
| 36. Describes how teachers, administrators, and other staff collaborated in the selection of the model provider and in the development of the CSR program. | 0 | 1 | 2 | 6 | 8 |
| 37. Describes the level of commitment of the school (i.e. administrator, teaching and non-teaching staff, parents, district personnel; etc.) to undertake the proposed CSR program. | 0 | 1 | 2 | 4 | 6 |
| 38. Describes the process used to ascertain this commitment. Process was collaborative. | 0 | 1 | 2 | 3 | 4 |
| 39. Included is a letter of support showing that 80% of the administration and staff agree to the implementation of the proposed program. The letter a. Includes a statement from the principal and teachers that they support and will participate in implementing the program; b. Is on school letterhead; | 0 | 1 | 2 | 4 | 6 |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|---|---|---|---|---|
| <ul style="list-style-type: none"> c. Lists the total number of administrators and staff; d. Contains printed names and signatures; e. Lists role in the school of each person who signed. | | | | | |
| <p><i>Notes on Component 5:</i></p> | | | | | |
| Component 6: Support for Teachers and Principals | | | | | |
| <p>40. Describes how the CSR program will provide support for teachers, administrators and other staff by doing such things as encouraging team work, celebrating accomplishments, creating shared leadership, encouraging responsibility for reform efforts, providing needed professional development, providing time to collaborate, etc.</p> | 0 | 1 | 2 | 3 | 4 |
| <p>41. Provides assurances that the school will allocate ample time and resources for planning and professional development and will make implementing the CSR program a priority.</p> | 0 | 1 | 2 | 6 | 8 |
| <p>42. Includes how budget allocations reflect support within the school and includes release time and use of existing LEA and school professional development resources and inservice days.</p> | 0 | 1 | 2 | 4 | 8 |
| <p><i>Notes on Component 6:</i></p> | | | | | |
| Component 7: Parental and Community Involvement | | | | | |
| <p>43. Describes how the CSR program will include the meaningful involvement of parents and community members in <i>planning, implementing, and evaluating</i> school improvement activities consistent with Title I parental involvement regulations.</p> | 0 | 1 | 2 | 4 | 6 |
| <p>44. Describes how the school will you build parent’s capacity for involvement.</p> | 0 | 1 | 2 | 3 | 4 |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|---|---|---|---|---|----|
| <i>Notes for Component 7:</i> | | | | | |
| Component 8: External Technical Support and Assistance | | | | | |
| 45. States what institution/person/model that has experience and expertise in schoolwide reform and improvement will provide ongoing high quality, external support and technical assistance to the school to assist in implementing the CSR program. | 0 | 1 | 2 | 4 | 6 |
| 46. Explains why this institution/person/model was chosen to be the external technical assistance provider. | 0 | 1 | 2 | 8 | 10 |
| 47. Describes the high quality technical support and assistance that will be provided by the external technical assistance provider. Includes description of: a. the services to be provided; b. specific onsite assistance to be provided; c. timeline for services provided; d. role of provider in monitoring and evaluating the CSR program; e. off site services to be provided; f. professional development to be provided. | 0 | 1 | 2 | 8 | 10 |
| 48. Included is a Memorandum of Agreement, a letter of commitment, or some other written agreement from the provider indicating they have agreed to work with the school. The agreement includes the services that the school will receive. | 0 | 1 | 2 | 3 | 4 |
| 49. Provides documentation of the qualifications of the external service provider including evidence of a successful track record, financial stability, and the capacity to deliver high quality materials, professional development, and on-site support for implementation. (External service provider may include a model developer, institution of higher learning, Regional LAB, etc.) | 0 | 1 | 2 | 4 | 6 |
| 50. Includes an explanation of what expertise and experience with whole school reform that the chosen external technical assistance provider has. | 0 | 1 | 2 | 8 | 10 |
| <i>Notes on Component 8:</i> | | | | | |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|---|---|---|---|----|
| Component 9: Annual Evaluation | | | | | |
| 51. Describes the annual evaluation plan to be used for assessing the school's progress toward attainment of its student performance goals delineated in Component 4. The plan must include: <ul style="list-style-type: none"> a. Assessments of student performance as measured by the state assessments in math and language arts and, if applicable, DRA; b. Timetable for the evaluation; c. Explanation of how the school will use other indicators related to student performance such as attendance, retention rates, graduation rates, etc. to measure progress. | 0 | 1 | 2 | 8 | 10 |
| 52. Describes the annual evaluation plan to be used to assess school progress toward full implementation of the CSR program. Included are: <ul style="list-style-type: none"> a. Indicators of progress; b. List of data to be collected and analyzed; c. Names of people who will be involved; d. Timetable for the evaluation. | 0 | 1 | 2 | 8 | 10 |
| 53. Describes how the school will use evaluation results and other data to track the implementation and impact of the CSR program at the school level. | 0 | 1 | 2 | 4 | 6 |
| 54. Describes how the evaluation will: <ul style="list-style-type: none"> e. Collect, analyze, and report the data pertinent to CSR implementation and impact; f. Address the involvement and participation of administration, all levels of school staff, and parents and community members; g. Identify which tasks will be the responsibility of the LEA and which will be the responsibility of the school. | 0 | 1 | 2 | 8 | 10 |
| <i>Notes on Component 9:</i> | | | | | |
| Component 10: Coordination of Resources | | | | | |
| 55. Describes in a budget narrative how the CSR program will use CSR money and all other available federal, state, and local funds and other resources to support and sustain the reform efforts. | 0 | 1 | 2 | 8 | 10 |
| 56. Describes in some level of detail what the requested CSR funds will be used for. | 0 | 1 | 2 | 8 | 10 |
| 57. Lists the amount of CSR funds being requested. | 0 | 1 | 2 | 3 | 4 |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|--|---|---|---|---|---|
| 58. Describes how the program will be sustained financially after the grant expires. | 0 | 1 | 2 | 6 | 8 |
| 59. Filled out Appendix E with adequate information to show what the CSR funds will be used for and what other funds will be used to support the program. | 0 | 1 | 2 | 6 | 8 |
| <i>Notes on Component 10:</i> | | | | | |
| Component 11: Strategies to Improve Academic Achievement | | | | | |
| 60. Provides evidence that the CSR program has been found through scientifically based research to significantly improve the academic achievement of students: OR Provides evidence that the program has been found to have strong evidence that it will significantly improve the academic achievement. | 0 | 1 | 2 | 4 | 6 |
| <i>Notes on Component 11:</i> | | | | | |
| <p>Required Information Attached</p> <ol style="list-style-type: none"> 1. Agreement with external provider _____ 2. School's action plan _____ 3. Letter of Support from LEA _____ 4. Appendix C - Signed Assurances _____ 5. Appendix D - Description of Year 1 Implementation _____ 6. Appendix E – Budget Form _____ | 0 | | | 3 | |

**CSR Scoring Rubric
School Application For School Year 2006-2007**

| | | | | | |
|---------------|--|--|--|--|--|
| <i>Notes:</i> | | | | | |
|---------------|--|--|--|--|--|