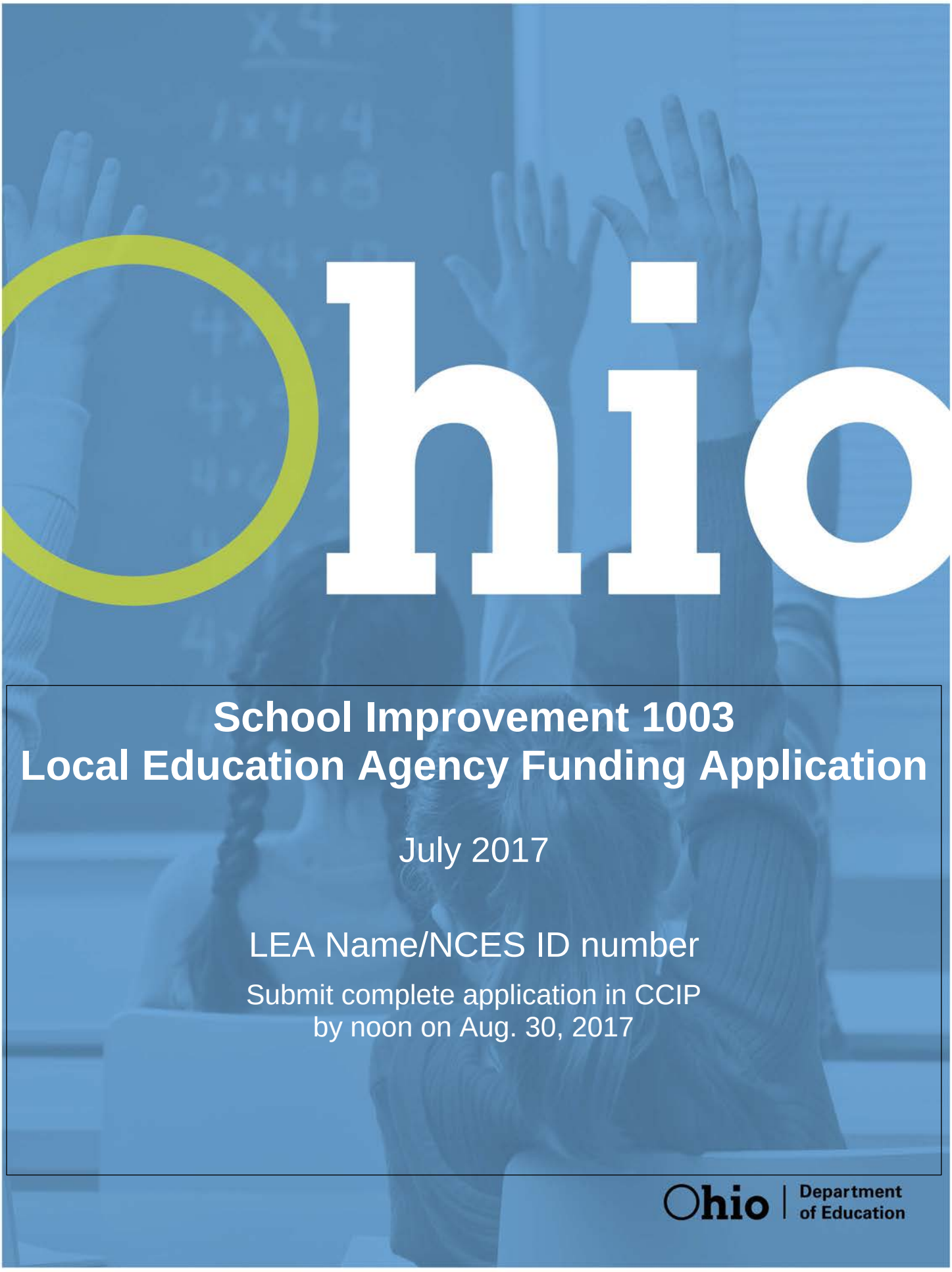


School Improvement 1003
Local Education Agency Funding Application

July 2017

LEA Name/NCES ID number

Submit complete application in CCIP
by noon on Aug. 30, 2017

Ohio | Department of Education

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Introduction

The Ohio Department of Education is announcing the application process for School Improvement applications supported from funds provided by the federal government as part of Title I of the Elementary and Secondary Education Act. The funds available this year reflect a consolidation of previous years' federal funding for School Improvement Grants and Title I set asides.

Ohio's approach to distributing these funds is a "base plus supplemental" approach, which parallels the distribution of the prior year's funds. All eligible schools (Priority and Focus Schools as originally determined in 2014) will be eligible to receive a base funding of $50,000 (similar to the prior year distribution of Title I funds). In addition, schools will be eligible to receive supplemental funding (an additional amount ranging from $50,000 – $200,000) based on Priority or Focus status, school size and proposed strategic focus (similar to past School Improvement Grants).

Key objectives in this funding application process include:

- **Clear alignment to student needs.** Applicants are asked to indicate the specific student needs identified in the process of designing improvement strategies, and how the strategies tie back to the needs.
- **Promoting evidence-based strategies for school improvement**. Applicants should identify and discuss the evidence base for selected strategies that will be the focus of the applicant's use of funds.
- **Promoting the alignment of funding streams.** Applicants can discuss how they will align and integrate various funding streams, including funding from outside partners, in support of a unified improvement approach for the school.
- **Strategic target areas.** Four strategic target areas have been identified as important contributors to effective school improvement. These areas are based on prior year experience and feedback from schools and districts. Applicants must focus on one of these areas.
    - Family and/or Community Engagement (including community learning centers): This target area seeks to encourage strategies that integrate community services and strengthen family involvement in driving improvement. This can include the development of Community Learning Centers as defined by Ohio law.
    - Data Use Capacity Improvement: This target area seeks to improve the capacity of staff and other improvement partners in using data to inform improvement.
    - Inclusive Instructional Leadership: This target area emphasizes the importance of inclusive instructional leadership to the success of improvement.
    - Research-based Collaboration: This target area leverages the benefit of multiple schools and districts sharing and learning together in a research context to implement and monitor improvement strategies.

This funding is for one year only. Next year, the Department will provide a new list of Focus and Priority Schools along with the applicable funding process.

Application Review Process

A panel of experienced, impartial readers, who have been selected for their educational expertise by the Office of Improvement and Innovation and the Office of Federal Programs, will read, review and assess the applications. The panel will review each section/item of the application for completion and fidelity using the Application Review Rubric. Applications will be divided into three categories: those that meet the full School Improvement 1003 expectations; those applications that meet the minimum School Improvement 1003 expectations; and those that do not meet either the full or minimum School Improvement 1003 expectations. School districts and community schools should use the Application Review Rubric section of this document as a guide for developing their narratives consistent with funding requirements and expectations.

The Department reserves the right to adjust budget requests, if needed, to ensure an equitable distribution of funds relative to size of school or geographic location.

Eligible School Identification

School Improvement 1003 provides funds to school districts and community schools to improve student achievement in Priority and Focus Schools through implementation of strategies in one of the four target areas.

The current list of Focus and Priority Schools, identified in 2014, will be used to determine eligible schools for the 2017-2018 school year. In the fall of 2018, the Department will provide a new list of eligible Focus and Priority Schools. Lists of eligible Priority and Focus Schools are available on the Ohio Department of Education's website.

Priority Schools

A Priority School is a school that ranks in the lowest 5 percent of Ohio schools in student academic performance. Additional information can be found by clicking here.

Focus Schools

A Focus School is a building that receives Title I funds and has one of the state's largest achievement gaps in student performance and graduation rates. Additional information can be found by clicking here.

School Improvement Target Areas

Applications are to focus on one of the four strategic target areas that reflect promising practices from research and experience. The four target areas are:

Family and/or Community Engagement (including Community Learning Center)

Strong family and community engagement is essential to creating conditions conducive to student improvement and success. This target area should foster evidence-based activities that allow schools to coordinate with other community services providers (including in the context of a community learning center), and provide students with wraparound services.

Services in this target area could include a *Site Based Coordinator* — a person to coordinate community and family resources and build partnerships between the school, community organizations, businesses, faith-based organizations and families.

Additional activities of this target area could include professional development for staff on culturally responsive practices, trauma-informed practices, family engagement and community connections, as well as other activities necessary to the creation of a community learning center or similar approach.

Data Use Capacity Improvement

Collecting and using data effectively is necessary for quality implementation, monitoring and evaluation of improvement strategies. Understanding, generating, using and analyzing data is the most frequently raised issue for those involved in school improvement activities. This target area assists schools in increasing their access to quality data and raising school- and district-level staff capacity to collect and analyze both adult and student-level data.

Services in this area could target providing qualified data coaches specifically for professional development on the understanding, interpretation and use of data by school staff. This target area also could include costs related to alignment, creation, and evaluation of curriculum, resources, and assessment tools such as short-term and long-term progress monitoring and formative and summative assessments.

Inclusive Instructional Leadership

This area intends to help schools target effective leadership practices that focus on building the capacity of leadership, shared ownership of reforms and collaborative decision-making by building the capacity of the school principal(s) and other building-level leadership to improve results for all students as part of district- and school-wide improvement.

Services in this targeted area may include building the principal's and leadership's knowledge and skills in the use of distributed or shared leadership models, including the facilitation of building leadership teams (BLTs)

and teacher-based teams (TBTs) aligned with the 5-step Ohio Improvement Process through professional development and principal coaching.

Research-based Collaborations

Multiple schools using the same evidence-based practices can lead to successful collaboration, and through multiple collaboration opportunities, share, learn and refine. Two strategies that align with Ohio priorities are: chronic absenteeism and high school reform. Creating collaboratives in these two areas will allow for peer-to -peer support, deeper understanding and more effective implementation

Short-Cycle Evaluation of Evidence-based Strategies Targeted on Chronic Absenteeism.

Schools within districts that are in intensive status that applied to participate in this collaboration can receive additional resources to assist with the implementation costs of rapid short-cycle evaluation of strategies directed toward reducing chronic absenteeism. The goal is to make evidence gathering and evidence use an intuitive part of how district and building teams conduct their daily work. This targeted area also assists Ohio in building a stronger evidence base of effective practices targeted on reducing chronic absenteeism by engaging in a state-district partnership.

High School Targeted Reform Structured on Evidence-based Research.

This target area includes professional learning and technical supports for implementation of an evidence-based school model for high-needs high schools. This research strategy combines whole school reform with enhanced student supports guided by an early warning system. This approach targets secondary school reforms addressing high school dropouts, early warning systems, chronic absenteeism, school climate and instructional interventions in high-poverty high schools. Through a systematic and comprehensive approach, this intervention combines analysis of the causes, location and consequences of school dropout with the development of tools and models designed to keep all students on the path to high school graduation and capacity building efforts to enable states, communities, school districts and schools to provide all their students with the supports needed to succeed.

Rural Set-Aside

The Every Student Succeeds Act (ESSA) prioritizes ensuring a focused approach on improvement in rural and small town, low-income areas. The Department is focusing on building the capacity of rural and small town schools and districts and increasing the understanding of effective improvement approaches in rural and small town Ohio.

Applications reviewed under the rural set-aside will need to commit to participating in a collaborative peer-to-peer network organized by one or more educational service center(s). A 3 percent portion of each rural application will support the coordinating role of the educational service centers.

Assurances

The school district or community school, in applying for the School Improvement 1003 funds, assures that it will:

1. Comply with all spending requirements for Title I-A funds outlined in ESEA Section 1114 and/or 1115.
2. Align other federal, state and local resources to carry out the activities supported with 1003 funds.
3. Assure each school the local education agency proposes to serve will receive all the state and local funds it would have received in the absence of 1003 funds [ESEA Section 1003(e)(2)].
4. Agree to monitoring by representatives from the Ohio Department of Education.
5. Abide by all other assurances outlined in the Assurances section of this application.

Anticipated Application Timeline

Date	Activity
July 3, 2017	Announcement of School Improvement application opportunity and notification to eligible schools and districts (will include dates for the webinar and regional meetings)
July 10, 2017	Webinar for all districts/schools that are eligible to apply (application and rubric will be released at the completion of the webinar)
July 13-17, 2017	Regional meetings (Cincinnati, Dayton, Columbus, Cleveland)
Aug. 17, 2017	CCIP (Comprehensive Continuous Improvement Plan) application document opens in the CCIP
Aug. 30, 2017	CCIP application window closes at noon
Sept. 8, 2017	Application review begins
Oct. 6, 2017	Application review ends
Oct. 13, 2017	Notification announcement made
Oct. 30, 2017	Funds available through the CCIP

Funding for the 2017-2018 school year

Each School Improvement base funding request is $50,000; the base amount is the same for each school. Supplemental funds in addition to the $50,000 base amount range from up to an additional $50,000 for a Focus School with fewer than 200 students to an additional $200,000 for a Priority School with more than 500 students.

The following Chart shows each type of school and the maximum possible additional supplemental funding based on number of students:

	<= 200 Students	**201-500 students**	**>500 Students**
Focus/SIG-funded Schools Cohort 4	$50,000	$75,000	$100,000
Priority Schools	$100,000	$150,000	$200,000
Rural Schools	$150,000	$150,000	$200,000

(Supplemental Funding amounts are in addition to the $50,000 base.)

If a school selects the targeted area of *Family and/or Community Engagement* and coordinates with other community services providers (including in the context of community learning centers) the school may receive an additional $20,000 above the award. Schools in districts selecting the target area of Research-based Collaboration with a focus on Short-Cycle Evaluation of Evidence-based Strategies also can request additional funds based on district and project needs. A school needs to contact the project manager prior to submitting an application to get specific additional amounts.

Required Document

With the application, each LEA must complete a *Funding and Alignment Request* document. A sample of the document is below. The actual Excel document can be located in the Comprehensive Continuous Improvement Planning Application.

Funding and Alignment Request								
		Base Funding	**Supplemental request**	**Target Area**				**Additional request for funds**
School Name	NCES ID #	$50,000	Amount determined by	Family and/or Community Engagement	Data Use Capacity Improvement	Inclusive Instructional Leadership	Research-based Collaboration	

			size and designation. See funding chart.					
Example 1	0123456	$50,000			X			
Example 2	1234567	$50,000	$50,000	X				$20,000
Example 3	2345678	$50,000	$150,000				X	

Example 1 is a school requesting only the base funding and, as indicated by the "*X,"* this school is using the base funding to implement a strategy related to *Data Use Capacity Improvement*. This school is requesting a total of $50,000.

Example 2 is a Focus School with fewer than 200 students, requesting consideration for supplemental funds. As noted by the "*X*'s," this Focus School intends to target *Family and/or Community Engagement* through the implementation of a community learning center. With the implementation of a community learning center, the school can request up to an additional $20,000, for a total request of $120,000.

Example 3 is a Priority School with enrollment of at least 501 students, also requesting consideration for supplemental funding. This Priority School has chosen to target a *Research-based Collaboration* strategy for $150,000 instead of the maximum request of $200,000. For a total of $200,000 instead of $250,000.

Submission Requirements

Applicants must submit all information via the School Improvement 1003 application in the CCIP, the Department's grants application and verification system. Reviewers will not consider additional documents or entries that exceed character limits in the application review process.

Submit applications in the CCIP, with Aut*horized Representative Approval*, prior to noon on Aug. 30, 2017.

The *Funding and Alignment Request* documents must be uploaded as an Excel file as part of the CCIP application.

Application Questions

The questions below are a part of the School Improvement 1003 application. For character limit and possible points, please see Application Review Rubric. The questions listed in bold are questions included as part of the application for both base and supplemental requests.

Target Area

Schools must select only one of the four targeted areas (additional information beyond the selected area is not accepted as part of this question).

Application Overview

Highlight the features of the application in connection to the work of the district and building.

Evidence-based Strategy

What specific evidence-based strategy will be implemented?

How was the evidence-based strategy selected?

Impact

What impact is expected (short- and long-term) on student academic achievement?

What impact is expected (short- and long-term) on adult actions and what indicators will be used?

Funding
What specific activities/items will funded/purchased to support achieving the desired impact?

Sustainability
How will work be sustained beyond the end of the funding period?

Application Review
Reviewers will review applications using an application rubric. Each question has a specific number of points, and points are given based on information provided only in the application. Please note that some targeted areas have additional required expectations and funding items.

For a specific point details, please see the Application Review Rubric.

Target Area
Select only one of the four targeted areas (additional information beyond the selected area not accepted on this question).

Reviewing – This item will not receive points, but this item is required to ensure the application meets selected target area expectations.

Application Overview
Highlight the features of the targeted support work in connection to the work of the district and building

Reviewing – Points will not be given independently for this item but the response will be used to provide overview information for the reviewer, which the reviewer will use while reviewing other items.

Evidence-based Strategy
What specific evidence-based strategy will be implemented?

How was the evidence-based strategy selected?

Reviewing – Points will be given for:

- The type of research evidence provided;
- Engaging multiple stakeholders in the selection process and in the implementation of the evidence-based strategy;
- Evidence of building oversight provided by the district or community school sponsor;
- Quality professional development provided to the entire staff around evidence-based strategy;
- Needs assessment;
- Root cause identification based on needs assessment;
- Specific identification of data reviewed;
- Knowledge of previous lessons learned.

Available base points – 12 points **Available points (supplemental and base)** – 44 points

Impact
What impact is expected (short- and long-term) on student academic achievement?

What impact is expected (short- and long-term) on adult actions and what indicators will be used?

Reviewing – Points will be given for:

- Specific SMART (Specific, Measurable, Attainable, Realistic, Timely) short- and long-term goals are given for student achievement impact (broken down by grade level and targeted subgroup (if applicable).
- Specific SMART (Specific, Measurable, Attainable, Realistic, Timely) short- and long-term goals for adult indicators.

Available base points – 36 points **Available points (supplemental and base)** – 36 points

Funding

What specific activities/items will funded/purchased to support achieving the desired impact?

Reviewing – Points will be given for:

- Identified use of funding and the ability to align and blend multiple funding streams.

Available base points – 6 points **Available points (supplemental and base)** – 6 points

Sustainability

How will work be sustained beyond the end of the funding period?

Reviewing – Points will be given for:

- Ability to sustain the work beyond the funding period.

Available base points – 8 points **Available points (supplemental and base)** – 8 points

Targeted Area Review points

Each targeted area has an additional 20 points specific to that target area. These are not additional questions but should be supported throughout the other questions.

Family and/or Community Engagement

Reviewing – Specific professional development provided to school staff on culturally responsive practices, trauma-informed practices, community engagement, family engagement and community schools and hiring a site-based coordinator specifically to coordinate community and family resources and build partnerships between the schools, community organizations, businesses, faith-based organizations and families.

Data Use Capacity Improvement

Reviewing – Implementing a data coach focused on professional development for building staff capacity to understand, implement and use quality data and alignment of curriculum with standards and short- and long-term progress monitoring tools.

Inclusive Instructional Leadership

Reviewing – Professional development and practices that foster an embedded culture of shared leadership going beyond basic compliance.

Research-based Collaboration

Reviewing – Alignment to work connected to either Short-Cycle Evaluation of Evidence-based Strategies targeted on Chronic Absenteeism or on High School Targeted Reform Structured on Evidence-Based Research

Application Review Rubric

There are two review rubrics. One for those schools that only are interested in receiving the base funding and another for schools applying for additional supplemental funding. The number of total points possible is shown. In order to receive the listed point amount, the application must include all evidence for that point level. Zero points will be awarded if an application does not meet all evidence requirements of the lowest point level. Applicants need to select the choice of funding: Option 1 – Based Funding Only; or Option 2 – Base Funding Plus Supplemental.

Option 1 – Base Funding Only

In order to meet the minimum requirements to receive base funding, an application must score at least the identified required points per area and a total overall score of 34

Criteria	Item	Character Limit	Points Possible	Evidence Required
Target Area *Must identify target area	Schools must select only one of the four targeted areas (additional information beyond the selected area is not accepted as part of this question).	Only list targeted area	0	Only list targeted area only
Application Overview *Must complete	Highlights the features of the application in connection to the work of the district and building. The reviewer will use this information to assist with awarding points on questions throughout the application.	4,000	0	Highlights the features of the application in connection to the work of the district and building
Evidence-based *Points awarded in this section do not constitute approval of a specific ESSA evidence-based tier. Points awarded here are based on the evidence provided in the answer to the question. The submission has not been through a Department-approved vetting process.	What specific evidence-based strategy will be implemented (include evidence used to meet identified tier)? *Must complete and receive at least 4 points.	4,000	2 4 6	Evidence-based strategy is named and evidence referenced meets the standard of TIER 3 Evidence-based strategy is named and evidence referenced meets the standard of TIER 2 Evidence-based strategy is named and evidence referenced meets the standard of TIER 1

	How was the evidence-based strategy selected? *Must complete and receive at least 2 points.	4,000	2 4 6	Needs assessment was completed and used to inform the selection of the evidence-based strategy Needs assessment was completed and used to inform the selection of the evidence-based strategy and evidence shows alignment with targeted area Needs assessment was completed and used to inform the selection of the evidence-based strategy and evidence shows alignment with the application and evidence of stakeholder involvement is included
Impact	What impact is expected (short- and long-term) on student academic achievement? What is the expected change? *Must complete and receive at least 2 points per subsection for a total of 6 points minimum.	4,000	2 4 6 2	Student short-term goals are identified Student short-term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements Student short-term goals are identified and meet all five elements of being a SMART (Specific, Measurable, Attainable, Realistic, Timely) goal. Student long-term goals are identified

			4 6	Student long-term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements Student long-term goals are identified and meet all five elements of being a SMART (Specific, Measurable, Attainable, Realistic, Timely) goal
			2 4 6	Progress monitoring of student-level data is evident Progress monitoring of student indicators is evident, including specific monitoring tool Progress monitoring of student indicators is evident and includes specific monitoring tool(s) and evidence of team level analysis
	What impact is expected (short- and long-term) on adult actions and what indicators will be used? *Must complete and receive at least 2 points per subsection for a total of 6 points minimum.	4,000	2 4 6	Adult short-term goals are identified Adult short-term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements Adult short-term goals are identified and meet all five elements of being a SMART (Specific, Measurable,

				Attainable, Realistic, Timely) goal
			2	Adult long-term goals are identified
			4	Adult long-term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements
			6	Adult long-term goals are identified and meet all five elements of being a SMART (Specific, Measurable, Attainable, Realistic, Timely) goal
			2	Progress monitoring of adult-level data is identified
			4	Progress monitoring of adult indicators is evident, including specific monitoring tool
			6	Progress monitoring of adult indicators is evident, includes specific monitoring tool(s) and evidence of team-level analysis

Funding	What specific activities/items will funded/purchased to support achieving the desired impact? *Must complete and receive at least 2 points.	4,000	2 4 6	Identifies those items and activities purchased/funded using 1003 funds in alignment with work in targeted area Alignment of funding identifies those items and activities purchase/funded using 1003 funds and includes additional funding streams that will support work in the targeted area Alignment of funding identifies those items and activities purchased/funded using 1003 funds and identifies additional funding streams and items purchased/funded through those funds to support work in the targeted area
Sustainability	How will work be sustained beyond the end of the funding period? *Must complete and receive at least 2 points.	4,000	2 4 8	Sustainability of targeted work is based on receiving additional identified funds Sustainability of the targeted work is based on repurposing other already identified funds Sustainability of the targeted work is based on growth of internal staff to continue implementation of the work

Target Areas

Each applicant must select one of the four target areas. Applicants can receive up to 20 points for the selected targeted area. To receive the full four points of the item, the applicant must demonstrate evidence for all parts of the item.

Family and/or Community Engagement	4	Resource coordinator is identified and job duties included coordination of resources for families.
	4	Professional development is identified and targeted to either culturally responsive practices, trauma-informed practices, family engagement or community connections.
	4	Targeted resource coordination includes community businesses or faith-based organizations and health-related services.
	4	Monitoring of resource coordination to ensure alignment of those resources to school needs.
	4	Needs assessment includes assessment of community/family resources.
	4	Evidence of school/district seeking identified community resources is explained and identified.
Data Use Capacity Improvement	4	Evidence of an evaluation of current resources and tools has been or will be conducted.
	4	Evidence of an electronic data system is used at both the building and district levels.
	4	Progress monitoring and formative/summative assessments are identified and used across grade levels/district.
	4	Evidence is provided to show how the data coach is qualified for the position.
	4	Evidence of long-range planning to onboard new staff is included.
Inclusive Instructional Leadership	4	Principal and building leadership professional development is connected to a larger district principal leadership initiative.
	4	Principal and building leadership development includes specific identified training on the practice and impact of shared leadership on student achievement.
	4	Professional development identifies how the school/district is building school leadership's capacity to improve student achievement.
	4	Professional learning incudes building leadership's capacity to lead staff through the cycle of improvement,
	4	District/sponsor support is evident throughout the implementation process,

Research-based Collaboration: *Short-Cycle Evaluation of Evidence-based Strategies Targeted on Chronic Absenteeism*	4	Evidence of addressing chronic absenteeism is based on the needs assessment beyond building-level status as a Focus/Priority School.
	4	Evidence of monitoring the evidence-based strategy is included and shared with state network.
	4	Evidence of weekly data sharing (at minimum student enrollment and daily attendance) is provided.
	4	Commitment from district leadership (superintendent or one member of the district leadership team) and district leadership is actively involved in the project.
	4	Evidence of commitment to participate at the annual convening with at least one representative on each webinar.
	4	Serve as a model site, willing to share what the school/district has learned with other districts and schools in Ohio.

Research-based Collaboration: *High School Targeted Reform Structured on Evidence-based Research*	4	Commitment from district leadership (superintendent or one member of the district leadership team) and district leadership is actively involved in the project.
	4	Serve as a model site, willing to share what the school/district has learned with other districts and schools in Ohio.
	4	Evidence of monitoring the evidence-based strategy is included and shared with state collaboration.
	4	Evidence of willingness to participate in pilot needs assessments.
	4	Demonstrates the ability to be able to adjust school structure to communicate around students' needs.

Option 2 – Base Funding Plus Supplemental

An applicant must meet the minimum base requirements (including points) along with additional points, as stated in the rubric, to qualify for supplemental funding .

Area of Question	Item	Character Limit	Points Possible	Evidence Required
Target Area *Must identify target area	**Schools must select only one of the four targeted areas (additional information beyond the selected area is not accepted as part of this question).**	**Only list targeted area**	**0**	**Only list targeted area**
Application Overview *Must complete	**Highlights the features of the application in connection to the work of the district and building.** The reviewer will use this information to assist with awarding points on questions throughout the application.	**4,000**	**0**	**Highlights the features of the application in connection to the work of the district and building**
Evidence-based Strategy *Points awarded in this section do not constitute approval of a specific ESSA evidence-based tier. Points awarded here are based on the evidence provided in the answer to the question. The submission has not been through a Department-approved vetting process.	**What specific evidence-based strategy will be implemented (included evidence used to meet identified tier)?**	**4,000**	**2 Pts** **4** **6**	**Evidence-based strategy is named and evidence referenced meets the standard of TIER 3** **Evidence-based strategy is named and evidence referenced meets the standard of TIER 2** **Evidence-based strategy is named and evidence referenced meets the standard of TIER 1**
			2	Evidence of future engagement of multiple stakeholders

				in the implementation of the evidence-based strategy
			4	Evidence of engagement of at least parents, community partners, community agencies and school staff (beyond administration) in the development and implementation of the evidence-based strategy
			2	Evidence of school oversight and support of implementation of the evidence-based strategy by the district or community school sponsor
			4	Evidence of periodical review of monitoring and adjustment of the implementation of the evidence-based strategy by the district or community school sponsor
			2	Professional development ongoing and aligned to the targeted evidence-based strategy based on school needs.
			4	Professional development is job-embedded, ongoing, aligned to both the targeted intervention and building needs and provides for onboarding of new staff (beyond implementation year)
	How was the evidence-based strategy selected?	**4,000**	**2**	**Needs assessment was completed and used to inform the selection of the**

			4 **6**	**evidence-based strategy** **Needs assessment was completed and used to inform the selection of the evidence-based strategy and evidence shows alignment with selected targeted area** **Needs assessment was completed and used to inform the selection of the evidence-based strategy. Evidence shows alignment with application, and evidence of stakeholder involvement is included**
			2 4	Identification of engaged stakeholders and evidence shows how stakeholders were engaged in the selection process of the evidence-based strategy Identification of engaged stakeholders included parents, community partners, local agencies and building-level staff (beyond administration) and how they were engaged in the data review, evaluation and selection process of the evidence-based strategy

			2	Evidence shows completion of a needs assessment specifically identifying those areas that have contributed to a school being in either Priority or Focus status
			4	Evidence shows completion of a needs assessment specifically identifying those areas that have contributed to a school being in either Priority or Focus status and how stakeholders were involved in the needs assessment process
			2	Root cause is identified in alignment with the reason for Priority or Focus status and connected to the selected target area
			4	Root cause is identified in alignment with the reason for Priority or Focus status and connected to the selected target area and the needs assessment
			2	Data used to select the evidence-based strategy is identified
			4	Data used to select the evidence-based strategy is identified, includes multiple points of data over a period of time and comes from multiple reliable sources
			2	Previous work already tried for improvement of the

				identified reason for Focus/Priority status is identified
			4	Previous work already tried for improvement of the identified reason for Focus/Priority status is identified and lessons learned are identified and have influenced the evidence-based strategy implementation
Impact	**What impact is expected (short- and long-term) for student academic achievement? What is the expected change?**	**4,000**	**2**	**Student short-term goals are identified**
			4	**Student short-term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements**
			6	**Student short-term goals are identified and meet all five elements of being a SMART (Specific, Measurable, Attainable, Realistic, Timely) goal.**
			2	**Student long-term goals are identified**
			4	**Student long=term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements**

			6	**Student long-term goals are identified and meet all five elements of being a SMART (Specific, Measurable, Attainable, Realistic, Timely) goal**
			2	**Progress monitoring of student-level data is evident**
			4	**Progress monitoring of student indicators is evident, including specific monitoring tool**
			6	**Progress monitoring of student indicators is evident and includes specific monitoring tool(s) and evidence of team-level analysis of data**
	What impact is expected (short- and long-term) on adult actions and what indicators will be used?	**4,000**	**2**	**Adult short-term goals are identified**
			4	**Adult short-term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements**
			6	**Adult short-term goals are identified and meet all five elements of being a SMART (Specific, Measurable, Attainable, Realistic, Timely) goal.**

			2	**Adult long-term goals are identified**
			4	**Adult long-term goals are identified and meet at least three of the required SMART (Specific, Measurable, Attainable, Realistic, Timely) elements**
			6	**Adult long-term goals are identified and meet all five elements of being a SMART (Specific, Measurable, Attainable, Realistic, Timely) goal**
			2	**Progress monitoring of adult-level data is identified**
			4	**Progress monitoring of adult indicators is evident, including specific monitoring tool**
			6	**Progress monitoring of adult indicators is evident, includes specific monitoring tool(s) and evidence of team-level analysis of data**

Funding	**What specific activities/items will funded/purchased to support achieving the desired impact?**		**2** **4** **6**	**Identifies those items and activities purchased/funded using 1003 funds in alignment with work in targeted area** **Alignment of funding identifies those items and activities purchased/funded using 1003 funds and includes additional funding streams that will support work in the targeted area** **Alignment of funding identifies those items and activities purchased/funded using 1003 funds and identifies additional funding streams and items purchased/funded through those funds to support work in the targeted area**
Sustainability	**How will work be sustained beyond the end of the funding period?**	**4,000**	**2** **4** **8**	**Sustainability of targeted work is based on receiving additional identified funds** **Sustainability of the targeted work is based on repurposing other already identified funds** **Sustainability of the application targeted work is based on growth of internal staff to continue implementation of the work**

Target Areas

Each applicant must select one of the four target areas. Applicants can receive up to 20 points for the selected targeted area. To receive the full four points of the item, all parts of that item is required to be evidence in one or more of the application questions.

Family and/or Community Engagement	4	Resource coordinator is identified and job duties include coordination of resources for families
	4	Professional development is identified and targeted to either culturally responsive practices, trauma-informed practices, family engagement or community connections
	4	Targeted resource coordination includes community businesses or faith-based organizations and health-related services
	4	Monitoring of resource coordination to ensure alignment of those resources to school needs
	4	Needs assessment includes assessment of community/family resources
	4	Evidence of school/district seeking identified community resources is explained and identified
Data Use Capacity Improvement	4	Evidence of an evaluation of current resources and tools has been or will be conducted
	4	Evidence of an electronic data system is used at both the building and district levels
	4	Progress monitoring and formative/summative assessments are identified and used across grade levels/district
	4	Evidence is provided to show how the data coach is qualified for the position
	4	Evidence of long-range planning to onboard new staff is included
Inclusive Instructional Leadership	4	Principal and building leadership professional development is connected to a larger district principal leadership initiative
	4	Principal and building leadership development includes specific identified training on the practice and impact of shared leadership on student achievement
	4	Professional development identifies how the school/district is building school leadership's capacity to improve student achievement
	4	Professional learning incudes building leadership's capacity to lead staff through the cycle of improvement
	4	District/sponsor support is evident throughout the implementation process

Research-based Collaboration: *Short Cycle Evaluation of Evidence-based Strategies targeted on Chronic Absenteeism*	4	Evidence of addressing chronic absenteeism is based on the needs assessment beyond building-level status as a Focus/Priority School
	4	Evidence of monitoring the evidence-based strategy is included and shared with state network
	4	Evidence of weekly data sharing (at minimum student enrollment and daily attendance) is provided
	4	Commitment from district leadership (superintendent or one member of the district leadership team) and district leadership is actively involved in the project
	4	Evidence of commitment to participate at the annual convening with at least one representative on each webinar
	4	Serve as a model site, willing to share what the building/district has learned with other districts and schools in Ohio

Research-based Collaboration: *High School Targeted Reform Structured on Evidence-based Research*	4	Commitment from district leadership (superintendent or one member of the district leadership team) and district leadership is actively involved in the project
	4	Serve as a model site, willing to share what the district/building has learned with other districts and schools in Ohio
	4	Evidence of monitoring the evidence-based strategy is included and shared with state collaboration
	4	Evidence of willingness to participate in pilot needs assessments
	4	Demonstrate the ability to adjust school structure to communicate around students' needs

FAQ

What happens if we apply for supplemental funding, but we do not meet the expectations of receiving the supplemental funding?

As long as an application meets the minimum requirement of the base grant, it will receive the base funding even if does not qualify for supplemental funding.

Do we have to apply for supplemental funding if we are only interested in the base funding?

You do not have to apply for supplemental funding.

Do we have to complete both the base application and the supplemental application if we are interested in getting both the base funding and the supplemental funding?

No, you must complete the base application only if you are not applying for supplemental funding.

We are interested in applying for supplemental funding, but we do not need the maximum amount. Do we have to apply for the entire supplemental amount?

No, you do not have to apply for the maximum amount of supplemental funds for which your building is eligible. Note that you are not able to apply for more than your building is eligible for either.

Can a building apply for funding separately from its school district?

Only school districts and community schools can submit applications under this grant.