

COMPREHENSIVE SCHOOL REFORM (CSR) IMPLEMENTATION GRANTS GRANT PROPOSAL NARRATIVE

Comprehensive School Reform (CSR) initiatives must address all eleven components of CSR included in the national program specifications. Your proposal must tell how you plan to address each of those components. The sections of this document represent those components and describe how you are expected to respond. You should study the descriptions of those Components (Attachment # 1) before you plan your initiative and responses. Describe your reform design and initiative for whole-school improvement by responding to the tasks in the sections below. As you respond, you must follow these guidelines:

- Do not use more pages than needed for responding clearly and concisely to the particular requests in the several sections of these instructions.
- Use one and a half line spacing throughout your responses.
- Your responses must match the question and be numbered sequentially.
- Do not add attachments or other materials to your proposal unless they are explicitly requested in this application.
- Use one-inch margins for text sections.
- Use at least a twelve-point font size.

A. Needs ⇒ Goals ⇒ Description of the School Improvement Program or Initiative

1. Documentation of the Reform Needs and Assets (Background and Rationale for the Reform Initiative) -- 15 points

- a. Write an introductory statement of no more than a page that describes your school history and context. This statement should help the reader of this proposal understand your school enough to begin thinking about what you say from your perspective.
- b. List the needs¹ for reform that your school has identified in order to improve student achievement and to achieve other program goals of your school. These needs should include at least ones relating to, but not limited to: (i) student achievement, (ii) instructional improvement, (iii) curriculum improvement, (iv) school organization and culture, and (v) parent and community engagement. (These needs should be consistent with those serving as the foundations for current or developing improvement plans for your school, including, among any others, your School Improvement Plan, Safe Schools Plan, Technology Plan, SACS Plan, and NCLB Plan.)
- c. Provide a rationale for the reform needs that you list by describing:
 - i. The processes that you used for assessment of needs and assets of your school.
 - ii. The results of the self-assessment (current and desired conditions) and the data on which they are based.
 - iii. The technical assistance partner(s) who assisted in this process, if any were used.

¹ As used in this document, “need” refers to a gap between current and desired conditions. For example, an instructional-improvement *need* would be the difference between current practices and the practices as they are expected to be at some time in the future. To illustrate, if current teaching is mainly “teacher-talk” to whole classes with little or no student active engagement in the instructional processes, and you want the instruction to provide all students with real-life applications of all of the key learning from each course, then the *need* is to bring about the change from the current to the desired practices. It should be stated in the general form, to change instructional practices from A to B (in which “A” describes the current practices and “B” describes the desired practices.) Therefore, the presentation of your needs should include clear descriptions of current and desired states for each of the areas for which needs are listed.

2. Description of the reform model(s) that you selected (or developed) and demonstration of how the model matches school needs (CSR Component #1) -- 15 points

- a. Name and describe the CSR program or initiative that you selected (or developed) to achieve your goals. Show how this program addresses the needs of your school. To demonstrate the match between your program model and your goals and needs, prepare a two-column table in which you list goals and related needs in the left column and then for each entry in that left column, write in the right column the way(s) your program model addresses that item. Add any other topics needed and add as many rows to the table as needed):

<i>CSR Goals and Needs</i>	<i>How Program Model Addresses Goals and Needs</i>
<i>(i) Related to Student Achievement</i>	
Goals:	
Needs:	
Goals:	
Needs:	
<i>(ii) Related to Instructional Improvement</i>	
Goals:	
Needs:	
Goals:	
Needs:	
<i>(iii) Related to Curricular Improvement</i>	
Goals:	
Needs:	
Goals:	
Needs:	

<i>(iv) Related to Improvement of School Organization and Culture</i>	
Goals:	
Needs:	
Goals:	
Needs:	
<i>(v) Related to Improvement of Parent and Community Engagement</i>	
Goals:	
Needs:	
Goals:	
Needs:	

- b. If you are using a CSR program model that does not fully cover all eleven (11) CSR components, explain how you will address the gaps that are not covered by your chosen program.

B. Comprehensive Reform Design with Aligned Components (CSR Component # 2—40 Points)

For more information, see the description of this component in Attachment 1. You should respond to all aspects of that description that apply to your school and your selected program model. To respond to this component:

1. Write a brief overview of how you will implement or extend your selected (or developed) program model to meet the conditions for comprehensiveness and alignment. Provide general descriptions of actions and timelines, with particular focus on the first year.
2. Use a table, as illustrated below, to describe how the elements of your design will meet the conditions for comprehensiveness and alignment of components. As you respond, consider your School Improvement Plan, Safe School Plan, Closing the Gap Plan, and NCLB Plan. Show how your total school reform design (selected CSR program model plus any other initiatives you may have adopted) will enable all of your students to meet ABCs content and performance standards, and how it incorporates a comprehensive plan for effective school functioning. (As you respond, add any rows to the table you may want to use and extend the row height as much as needed to cover your goals and benchmarks).

Elements of Reform Comprehensiveness	Measurable Goals & Benchmarks	Description of Strategies & Steps to Achieve Goals and Benchmarks	Projected Date for Achievement
<i>a. Coverage of all students</i>	Goals: Benchmarks:		
<i>b. Coverage of all curriculum areas, including technology</i>	Goals: Benchmarks:		
<i>c. Coverage of all courses and teachers</i>	Goals: Benchmarks:		
<i>d. Coverage of school culture, organization, management, and governance</i>	Goals: Benchmarks:		

C. Professional Development Plan to Support Design and Implementation of Strategies in Year 1 (CSR Component #3 – 30 points)

For more information, see the description of this component in Attachment 1. You should respond to all aspects of that description that apply to your school and your selected program model. To respond to this component:

1. Describe how you will assure that professional development is high in quality, focused on the CSR initiative and its goals and benchmarks, and available when and in a form that it is needed. Provide *general* descriptions of actions, participants, and timelines, focusing on the first year.
2. In the table below, give details of your first-year plan for professional development. Include as professional development the broad range of strategies that you might use for ensuring that skills learned are implemented in classrooms. Among those strategies might be follow-up, on-site coaching or modeling. (As you respond, add any sections to the table that might be needed for additional staff categories and add as many rows to each section as needed to cover your full program of professional development. Delete any rows not needed).

Measurable Goals & Benchmarks For Professional Development	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks (Including descriptions and numbers of people to be trained)	Names of Trainers	Projected Date for Achievement
<i>For Classroom Teachers</i>			
Goals: Benchmarks:			
Goals: Benchmarks:			
<i>For Other Teachers, Counselors, Professional Staff</i>			
Goals: Benchmarks:			
Goals: Benchmarks:			

<i>For School Leaders (Administrators, School Improvement Team Members)</i>			
Goals: Benchmarks:			
Goals: Benchmarks:			
<i>For Support Staff (Paraprofessionals/classified staff)</i>			
Goals: Benchmarks:			

D. Measurable Goals and Benchmarks for Student Achievement (CSR Component # 4 –20 points)

In this section, write all key goals and related benchmarks for student achievement, a description of the strategies and steps to achieve those results, the measures that will be used to determine each accomplishment, and the projected date for each accomplishment. You should review the description for this component in Attachment 1 before responding to this section. (As you respond, add any sections to the table that you need to cover areas of student achievements or to add goals or benchmarks to any part of the table.)

Goals & Benchmarks for Student Achievement and Student Behaviors	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
<i>Related to Student Academic Achievement</i>			
Goals: Benchmarks:			
Goals: Benchmarks:			
<i>Related to Student Behaviors (Engagement in learning, tardies, attendance, discipline, self-concept)</i>			
Goals: Benchmarks:			
Goals: Benchmarks:			

E. Support Within School for Comprehensive School Improvement (CSR Component # 5 – 10 points)

In this section, you are to document the support *within the school* for the reform initiative and present the goals and benchmarks for gaining and maintaining essential support for the initiative. You should read the description of this component for more details about its intent and meaning. To respond to this component, consider the issues below. (Add as many rows as needed to cover all significant goals and benchmarks for this component):

1. At this point, to what degree is the initiative currently supported by school faculty, administrators, and staff and how was that support obtained. (Complete Form #2, page 36) to document your faculty’s initial approval of the initiative and level of support).
2. How will your school faculty, administrators, and other staff will come to know what the reform initiative actually is and what the implications will be for them, collectively and individually?
3. How will new faculty, administrators, and other staff will come to understand and support the initiative?

Goals & Benchmarks for Support Within the School for the CSR Initiative	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
Goals: Benchmarks:			
Goals: Benchmarks:			
Goals: Benchmarks:			
Goals: Benchmarks:			

F. Support for Teachers, Administrators, and Staff (CSR Component # 6 – 10 points)

In this section, you are to document the support from within and outside the school that are important to the reform initiative and then present the goals and benchmarks for gaining and maintaining essential support for the initiative. You should read the description of this component in Attachment 1 for more details about its intent and meaning. To respond to this component, consider the following issues and complete the tasks below:

1. List the names and roles of the school team that will provide leadership for your CSR initiative. Tell how this team will relate to the School Improvement Team and other leadership teams to ensure integration of efforts and avoid fragmentation.
2. How will you assure that if people have work to do as part of the reform initiative, there are not significant barriers to their performance that are either created or allowed to continue if they already exist?
3. List the key types, forms, or sources of support that you think will be needed for teachers, administrators, and staff if the CSR initiative is to be successful.
4. For each of the items you listed above (in #3 above) tell how this support will be coordinated with the developer(s) of the comprehensive school reform program being implemented at the school or with other external technical assistance providers.

(To respond to parts #3 and #4 above, you might use a two-column table in which you list the support in the left column and the approaches for coordination in the right column, such as:

<i>Types, Forms, or Sources of Support</i>	<i>Coordination with Technical Assistance Providers</i>

5. Using the table below, write the goals and benchmarks for support for the CSR initiative, a description of the strategies and steps to achieve those goals, the measures that will indicate accomplishment, and the expected accomplishment date. (Add as many rows as needed to cover all significant goals and benchmarks for this component):

Goals & Benchmarks for Support for Teachers, administrators, and Staff	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
Goals: Benchmarks:			

G. Meaningful Parent and Community Involvement (CSR Component # 7 – 10 Points)

For this component, describe what you expect to accomplish and what you will do to cause those accomplishments. Focus your attention on what might be reasonable to accomplish during the first year of your initiative. You should read the description of this component in Attachment 1 carefully to determine its full intent and meaning as a component of reform. To respond, perform the following tasks:

1. Write a description of the *general* approach you plan to take to increase meaningful parent and community engagement in the school and in the schooling of children. In this description, tell, among other things, (a) what you consider to be the most important forms of engagement, (b) the major issues that you think must be addressed related to this component, (c) how you might need to deal with differences among parents and community members, (d) the linkages or collaborations with community agencies that you expect to develop, and (e) the general assumptions you are making about how to get parents and community engaged in school and schooling of students.
2. Using the table format below, write the goals and related benchmarks for parent and community engagement, the specific strategies and steps that you will use to achieve each goal and benchmark, the measures you will use to determine accomplishment, and the date of the expected accomplishment. As you respond, add any headings that you find useful and add as many rows to the table as needed for the goals and related benchmarks that you set.

Goals & Benchmarks for Parent and Community Involvement	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
Goals: Benchmarks:			
Goals: Benchmarks:			
Goals: Benchmarks:			

H. High Quality External Technical Support and Assistance (CSR Component # 8 – 15 Points)

In this section, you are to describe the external technical assistance that you expect to need and use. Read the description of this component carefully for more information about its meaning and intent in CSR initiatives. For your response, perform the following tasks:

1. Write a brief description of the types and nature of the technical assistance services from outside your school and school system that you think you will need for a successful CSR initiative, giving a rationale for your need for those services.
2. Using a four-column table as indicated below, list all key technical assistance services you expect to use, naming the service provider, describing the service, giving the schedule of services, and the expected cost. Extend the table as needed to list all of your key technical assistance services.

Name of Provider of the External Technical Assistance Service (Central Office personnel are not regarded as external technical support)	Describe the Specific Technical Assistance Services to Be Provided (Include details of the assistance; such as, the number and category of staff to be served, grade level, subject areas, whether initial training, follow-up, observations, coaching etc.)	Projected Dates and Duration of Services (Give the length of training in hours or number of days, as appropriate)	Expected Cost of Services

3. a. For each of the service providers listed in the table above, include a letter or other documentation showing that the CSR program developer, technical assistance partner, or other service provider will commit the assistance to your comprehensive school reform effort as you have described those services.
3. b. Ask each technical assistance provider to complete a TA Provider Assurances Form (Attachment 2).

4. If your school is using a nationally recognized CSR Model program and extensive technical assistance is not available to assist with implementation of that program model, describe how appropriate support and technical assistance will be secured explicitly for adoption of that model program.
5. Using the table format below, write the goals and related benchmarks for High-Quality Technical Assistance, the specific strategies and steps that you will use to achieve each goal and benchmark, the measures you will use to determine accomplishment, and the date of the expected accomplishment. As you respond, add any headings that you find useful and add as many rows to the table as needed for the goals and related benchmarks that you set.

Goals & Benchmarks for High Quality External Technical Support and Assistance	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
Goals: Benchmarks:			
Goals: Benchmarks:			
Goals: Benchmarks:			

I. Annual Evaluation Strategies (CSR Component # 9 – 15 Points)

In this section, you are to describe the evaluation of your CSR initiative, with special attention given to the first year. Read the description of this component in Attachment 1 carefully for more information about its meaning and intent in CSR initiatives. For your response, perform the following tasks:

1. Write a brief description of the types and nature of the evaluation strategies that you think you will need for a successful CSR initiative, giving a rationale for your need for those strategies.
2. Using a four-column table as indicated below, list all key technical assistance services you expect to use for evaluation, naming the service provider, describing the service, giving the schedule of services, and the expected cost. Extend the table as needed to list all of your key technical assistance services for evaluation.

Name of Evaluator	Describe the Specific Evaluation Strategies to be Used	Projected Dates and Duration of Services	Expected Cost of Services

3. a. For each of the service providers listed in the table above, include a letter or other documentation showing that the CSR program developer, technical assistance partner, or other service provider will commit the assistance to your comprehensive school reform effort as you have described those services.
- b. Ask each technical assistance provider to complete a TA Provider Assurances Form (Attachment 2).

4. If your school is using a nationally recognized CSR Model program and extensive technical assistance is not available to assist with implementation of that program model, describe how appropriate support and technical assistance will be secured explicitly for adoption of that model program.
5. Using the table format below, write the goals and related benchmarks for High-quality Technical Assistance, the specific strategies and steps that you will use to achieve each goal and benchmark, the measures you will use for determine accomplishment, and the date of the expected accomplishment. As you respond, add any headings that you find useful and add as many rows to the table as needed for the goals and related benchmarks that you set.

Goals & Benchmarks for High Quality External Technical Support and Assistance	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
Goals: Benchmarks:			
Goals: Benchmarks:			
Goals: Benchmarks:			

J. Coordination of Resources for CSR (CSR Component # 10 – 25 Points)

In this section, you are to document your focus on the CSR initiative by showing how you will coordinate resources toward that end. Please study the description of this component in Attachment 1 carefully to determine its intent in a CSR initiative. To complete your plan relating to this component, perform the following tasks:

1. It is the intent of a CSR grant that the reform initiative not be a separate, add-on activity, but rather integrates all aspects of schooling and funding. Therefore, it should be clear in your proposal that all sources of funds will be coordinated and their use maximized through the coordination. Using the budget forms provided (Form # 3A and 3B, pages 37-38), submit a fully annotated budget that shows the links to other funding sources and the breakdown of funds that you are requesting. Also prepare and include a projected budget for the second year of your initiative.
2. If your school is, or will be receiving At-risk (PRC 69), Student Accountability Standards (PRC 72), High Priority School Funds, Continually Low Performing Funds, or other funds, show how these funds and activities will be coordinated with your CSR initiative to enhance the focus on the stated priority needs of your school.
3. The amount of funds that you request and the uses of those funds must be appropriate for State purposes and clearly focused to the reform components, needs, goals, strategies, and timelines described in the reform initiative.

NOTE:

- At least 30% of the requested funds are to be budgeted for professional development, **apart from the amount used for contracted services** with the CSR model developer who will work with your school.
 - A maximum of 10% of the grant may be used for technology, and that amount is allowable only if its use directly supports the specific CSR program being implemented.
 - Not more than 25% of the grant may be used for personnel, and only then if the personnel use aligns directly with your reform initiative.
 - Expenditures for consumables and for student and teacher incentives are restricted.
4. Include a detailed budget narrative (Form # 3B, page 38) that provides a full explanation for all line items in your proposed expenditures.
 5. Using the table format below, write the goals and related benchmarks for Coordination of Resources, the specific strategies and steps that you will use to achieve each goal and benchmark, the measures you will use for determine accomplishment, and the date of the expected accomplishment. As you respond, add any headings that you find useful and add as many rows to the table as needed for the goals and related benchmarks that you set.

Goals & Benchmarks for Coordination of Resources	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
Goals: Benchmarks:			
Goals: Benchmarks:			
Goals: Benchmarks:			

K. Use of Research-Based Instructional Practices (CSR Component # 11 – 15 Points)

In this section, you are to document your plans to reform instruction so it reflects research-based practices, whether or not the program model you selected or developed explicitly includes reform of instructional practices. Please study the description of this component in Attachment 1 carefully to determine its intent in a CSR initiative. To complete your plan relating to this component, perform the following tasks.

1. Describe the changes in instruction you propose to make as part of your reform initiative and give a rationale for the changes you propose. Include in your description and rationale how you will address differences among individuals and groups of teachers, grade groups, or curriculum areas in the current form and quality of instruction.
2. Using the table format below, write the goals and related benchmarks for Use of Research-Based Practices, the specific strategies and steps that you will use to achieve each goal and benchmark, the measures you will use for determine accomplishment, and the date of the expected accomplishment. As you respond, add any headings that you find useful and add as many rows to the table as needed for the goals and related benchmarks that you set.

Goals & Benchmarks for Use of Research-Based Instructional Practices	Detailed Description of Strategies & Steps to Achieve Goals and Benchmarks	Indicated by What Measures	Projected Date for Achievement
Integration of Computer and Information Technologies			
Goals: Benchmarks:			
Goals: Benchmarks:			
Improvement of Classroom Management/Classroom Environment/Student Engagement in Learning,			
Goals: Benchmarks:			
Goals: Benchmarks:			
Improving Alignment of Classroom Curriculum and Standard Course of Study			

Goals: Benchmarks:			
Goals: Benchmarks:			
Implementing any Instructional Practices that are Part of the Selected CSR Program Model			
Goals: Benchmarks:			
Goals: Benchmarks:			
Implementing any Other Research-Based Practices Adopted by the School			