Title I, Part A, Section 1003(g) School Improvement Grant Guidelines

Cohort IV 2018-19 (Year 3) Application

Authorized by Elementary and Secondary Education Act (ESEA)
(20 U.S.C. 6303 (g))

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I. Overview
The purpose of 1003(g) School Improvement Grants, authorized by the Elementary and Secondary Education Act (ESEA), is to provide public school districts with additional funds and resources to assist Title I Priority Schools.

II. Eligibility
Eligible applicants are public school districts with one or more Title I schools that have been identified as Priority Schools. The identification of Priority Schools was required by Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver. Priority Schools are five percent of Title I schools demonstrating the lowest combined performance in reading and mathematics.

III. Available Funds
The amount of available funds is based on the appropriation made available to Wisconsin from the United States Department of Education (ED). The amount varies, but each school is eligible for up to $2 million in school improvement funds annually.

IV. Use of Funds
Districts may use these funds to continue to support only the most rigorous interventions in schools identified as Priority Schools only. These interventions are labeled Evidence-Based Improvement Strategies within this document and the application. The term "evidenced-based improvement strategy" includes: evidence-based practice, evidence-based strategy, research-based strategy, research-based program and research-based practice.

There are six possible reform models a district may use for a school. Appendix A details the requirements for each reform model below.
- Early Learning Model
- Evidence-Based Whole-School Reform Model
- Turnaround Model
- Restart Model
- School Closure Model
- Transformation Model

A. Eligible Expenses
Districts may use funds for salaries, fringe benefits, instructional materials, professional development, purchased services, or other expenses for school improvement reform efforts. The budgeted activities will reflect effective use of resources, support, and technical assistance that help achieve the school goals.

B. Ineligible Expenses
Districts may not purchase non-educational incentives with these funds or support activities that do not relate to school improvement. Expenses must be reasonable and necessary to support the identified needs and goals of the school. All expenses must follow the Uniform Administrative Requirements.

C. Supplement, not Supplant
Funds must be used to supplement, not supplant, efforts funded by local dollars.

V. Application Information
A. Timeline
 June 30, 2018 - Grant applications due to DPI.

B. Application

Use the following information to answer questions while completing the application. Development and implementation of the school improvement plan should involve a representative group of stakeholders including but not limited to families, community, school and district staff, and students.

I. General Information

Provide the requested information about the LEA and grant contact persons.

II. Certification/Signatures

Review the assurances in Section III prior to signing. Both the District Administrator and the School Board Clerk or Charter School Authorizer must sign.

III. Assurances

Review prior to certification in Section II.

IV. Certification Covering Debarment

Provide the agency, name, and title of the authorized signatory. Read the instructions prior to signing.

V. Schools to Be Served

Identify each school the LEA commits to serve and the proposed budget for each school. Provide the National Center for Education Statistics (NCES) district and school number (stylized as a combination of the two numbers – e.g., 550960001178). Indicate the reform model the LEA is implementing in each school it commits to serve. The maximum amount requested per school each year may not exceed $2 million.

VI. School Plan

This section has been duplicated for multiple schools. Information in Section V will populate school names and reform models throughout Section VI. Copy and enter each school's Wisconsin Student Assessment System (WSAS) reading and mathematics goals as well as the "Other School Goals" from the 2017-18 application. Following the example listed in the application, enter new goals for 2018-19 that address the needs identified through data analysis for each school. Add additional school goals in the "Other School Goals" portion of the table. Schools must include at least one "Other School Goals" for each year of grant implementation. "Other School Goals" can include, but are not limited to, office discipline referrals, suspension rates, attendance, graduation rates, or other student outcomes. Goals entered should meet the detail and specificity of a SMART (Specific, Measurable, Achievable, Realistic, Timely) goal. When the data is available enter the progress made towards the goal described in the Reading, Mathematics, and "Other School Goals" sections End-of-Year Progress. Schools should keep in mind LEA goals when making decisions on school specific goals in order to align and support work.

1. Using the dropdown list, select the school year in which the school will address each transformation model requirement. See Appendix A for more detailed information on possible permissible activities with each requirement.
2. Following the example listed in the application, provide:
   a. A list of each school's identified needs,
   b. The evidence-based improvement strategy (see definition in "Use of Funds" section above) to be implemented to effect change,
   c. Rationale for using the evidence-based improvement strategy using a theory of action. A theory of action is written in an "If…then" form to illustrate the casual relationship between

what will be implemented and the desired result of implementation. "If we implement ＿(brief strategy description) ＿, including the following specific components ＿＿(program elements)＿＿ then teachers/administrators/parents will ＿＿(educator and other adult actions)＿＿ and students will ＿＿＿＿(student behaviors and outcomes)＿＿." an explanation of how each anticipated change will address the root cause of the need, the evidence used to make the decision,

     d. Use the dropdown list to select whether or not the evidence-based improvement strategy is a continuation from the prior year or a new strategy to be implemented. It is important to note there is no requirement to implement new strategies unless the school and LEA have identified a need and meet readiness criteria to successfully implement the strategy. If the school is adding a new evidence-based improvement strategy, it should examine the strategies currently in implementation, and consider removing those that don't align with the goals and needs identified.

3. Following the example listed in the application, describe the implementation of evidence-based improvement strategies noted in question.

     a. Describe implementation of the evidence-based improvement strategies from the 2017-18 school year.

     b. Provide any evidence of the progress in student outcome data and practices systems or structures data. Include any lessons you have learned through the implementation of the strategy.

     c. Identify any next steps, based on your analysis and evidence, planned for the school evidence-based improvement strategy implementation. In developing your next steps, keep in mind district resources and priorities, other strategies in implementation, and the resources and materials necessary for successful implementation.

4. Analyze and identify gaps or needs in staffing, materials, or resources that impact the effectiveness of the implementation of your identified evidence-based improvement strategies. Note the plans to address these resource inequities to effectively implement the school based evidence-based improvement strategies. Appendix C, contains a resource to help identify resource inequities and plans to address them.

VII. School Plan (cont'd)

Enter each school's activities, including implementation activities, timeline, responsible staff member, and requested funds in Tracker, or other district tool. See Section VI.3.

VIII. LEA Support and Monitoring Plan

Enter the LEA's plan in Tracker, or other district tool, to monitor and support each of the served schools to implement the selected reform model.

IX. LEA Support for School Implementation

Describe below how the LEA will support the schools through specific actions:

1. Analyze and identify any gaps or needs in staffing, materials, or resources that impact the effectiveness of the implementation of identified evidence-based improvement strategies. Note the plans to address these resource inequities to effectively implement the school based evidence-based improvement strategies. See Appendix C.

2. Identify how the LEA plans to align other initiatives to the selected model requirements of each school.

3. Describe how the LEA is modifying LEA requirements, practices, or policies to enable the schools served to implement their plans fully and effectively.
4. Provide a plan of how the LEA intends to sustain the school improvement reforms after the funding period ends.

Please refer to the application rubric in Appendix B included with the application guidance to complete this section

X. LEA Consultation with Stakeholders
Provide a narrative response as indicated in the application.

XI. Budget Detail and Summary
Provide budget details and summarize the budget as instructed in the application.

DPI will only award funds to applications that demonstrate full implementation as defined in the Reviewer Rubric (Appendix B). Applicants need to address every component listed in the rubric.

Districts shall contact their business manager for assistance with the budget portion of the application. The Budget Detail and Summary sections require districts to specify how the grant expenses are allocated by budget category (i.e., salary, fringe, non-capital objects, etc.). The budget should coincide with the activities listed in Tracker. The budget shall only contain expenses for the 2018-19 grant year.

LEAs must complete grant activities and encumber expenses by June 30, 2019.

The Cohort IV School Improvement Grant application is due June 30, 2018. The grant application may be accessed online from the 1003(g) School Improvement Grants page.

C. Review Process
A team of DPI staff will review each grant application. The team will use the rubric provided in Appendix B. If an application is rated "not adequately demonstrated," "partial implementation," or "no" on any questions, DPI will provide feedback and will allow applicants an opportunity to revise the application.

VI. Monitoring Plan
DPI will continue to monitor grant recipients on a continual basis. Monitoring will include reviewing data, reviewing the plan in Tracker, and on-site visits.

VII. Financial Requirements
A. General Requirements
DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. LEAs shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR).

LEAs shall also follow the guidelines set forth in the Federal Uniform Grant Guidance. The Uniform Grant Guidance provides a reference to the fiscal requirements and procedures necessary for responsible financial management of DPI administered grant programs.

B. Budget Revisions
Requests for budget revisions are required when significant changes need to be made to the original approved budget. An increase or decrease of 10 percent or more in any budget summary line requires approval by DPI.

The LEA shall not expend funds until DPI provides written approval of the budget revision.

To request a budget revision, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to DPI's grants specialist, Brielle Harwick, at brielle.harwick@dpi.wi.gov . DPI will notify recipients of the approval or denial in writing.

All budget modification requests must be received <u>and</u> approved by DPI before May 31, 2019.

B. Financial Claims

The DPI recommends recipients submit program fiscal reports (PI-1086) at least quarterly during the grant period. A final program fiscal report is due September 30, 2019. Direct all questions regarding financial claims to DPI's accountant, Ryan Egan, at: (608) 266-1723 or ryan.egan@dpi.wi.gov. Districts must complete grant activities and encumber expenses by June 30, 2019.

Transformation Model

Principle I: Developing and Increasing Teacher and School Leader Effectiveness

Required Activities:

1. Replace the principal who led the school prior to commencement of the transformation model.

2. Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement, that:

   a. will be used for continual improvement of instruction;

   b. meaningfully differentiates performance using at least three performance levels;

   c. uses multiple valid measures in determining performance levels, including data on student growth as a significant factor;

   d. evaluates teachers and principals on a regular basis;

   e. provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and

   f. will be used to inform personnel decisions.

3. Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

4. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school; taking into consideration the results from the teacher and principal evaluation and support system.

Permissible Activities:

1. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Institute a system for measuring changes in instructional practices resulting from professional development.

3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Principle II: Instructional Reform

Required Activities:

1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards.

2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Provide staff ongoing, high-quality, job-embedded, professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies.

Permissible Activities:

1. Conduct periodic reviews to ensure that the reform model is being implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective.

2. Implement a schoolwide "response-to-intervention" model.

3. Provide additional supports and professional development to teacher and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and ensure that English learners acquire language skills to master academic content.

4. Use and integrate technology-based supports and interventions as part of the instructional program.

5. In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project, inquiry, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low achieving students can take advantage of these programs and coursework.

6. Improve student transition from middle to high school through summer transition programs or freshman academies.

7. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.

8. Establish early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.

Principle III: Increase Learning Time and Creating Community-Oriented Schools

Required Activities:

1. Establish schedules and strategies that provide increased learning time.

2. Provide ongoing mechanisms for family and community engagement.

Permissible Activities:

1. Partner with parents and parent organizations, as well as, faith and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meets students' social, emotional, and health needs.

2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.

3. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

4. Expand the school program to offer full-day kindergarten or pre-kindergarten.

Principle IV: Provide Operational Flexibility and Sustained Support

Required Activities:

1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting), to fully implement each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates.

2. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Permissible Activities:

1. Allow the school to run under a new governance agency, such as a turnaround division within the LEA or SEA.

2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Turnaround Model

Required Activities:

1. Replace the principal.

    a. Principals hired within the last two years as part of a turnaround effort are exempt.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

    a. screen all existing staff and rehire no more than 50 percent; and

    b. select new staff.

3. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as, aligned with state academic standards.

6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

7. Establish schedules and implement strategies that provide increased learning time.

8. Provide appropriate social-emotional and community-oriented services and supports for students.

Permissible Activities:

1. Any of the required and permissible activities under the transformation model.

2. A new school model (e.g., themed, dual language academy).

Restart Model

Required Activities:

1. An LEA converts a school or closes and reopens a school under a Charter School Operator, a Charter Management Organization (CMO), or an Education Management Organization (EMO).

2. A rigorous review process is completed. The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the life of the school, if the school has been open for fewer than three years), including

    a. significant improvement in academic achievement for all of the groups of students described in section 1111(b)(2)(C)(v) of the ESEA;

b. success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;

c. high school graduation rates, where applicable, that are above the average rates in the state for the groups of students described in section 1111(b)(2)(C)(v) of the ESEA; and

d. no significant compliance issues, including in the areas of civil rights, financial management, and student safety.

3. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School Closure Model

Required Activities:

1. An LEA closes a school.

2. Students who attended that school enroll in other schools in the LEA that are higher achieving.

3. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Evidence-Based Whole-School Reform Model

Required Activities:

1. The model is implemented by the LEA in partnership with a whole-school reform model developer.

2. The model is supported by evidence of effectiveness, which must include at least one study of the model that meets What Works Clearinghouse evidence standards, with or without reservations.

3. Studies of the model found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and

4. If studies of the model meet What Works Clearinghouse evidence standards with reservations, they include a large sample and a multi-site sample.

Early Learning Model

<u>**Required Activities:**</u>

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.

3. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions.

4. Replace the principal who led the school prior to commencement of the early learning model.

5. Implement rigorous, transparent, and equitable evaluation, and support systems for teachers and principals, designed and developed with teacher and principal involvement.

6. Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

7. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system.

8. Use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next; as well as, aligned with state early learning and development standards and state academic standards.

9. In the early grades, implement an instructional program that promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students.

11. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement, successfully, school reform strategies.

1003(g) School Improvement Grant

Evaluation Rubric

Applicant Agency: _____

V. Schools to be Served	YES/NO
All schools to be served have a reform model selected and SIG funds allocated.	
Comments:	

VI. School Plan	YES	NO
Each school has established an ambitious yet achievable goal for reading, math, and at least one "Other School Goal". The "Other School Goals" are consistent with the prioritized needs of the school. Goals entered should meet the detail and specificity of a SMART (Specific, Measurable, Achievable, Realistic, Timely) goal. When the data is available enter the progress made towards the goal described in the Reading, Mathematics, and "Other School Goals" sections End-of-Year Progress. Schools should keep in mind LEA goals when making decisions on school specific goals, in order to align and support their work consistently.		
The school plan has identified the school year during the grant cycle in which all required elements of the selected reform model will be addressed.		
Each school has identified the greatest areas of needs and an evidence-based improvement strategy to be implemented to effect change. The rationale for using the strategy is clear and developed into a theory of action, and evidence for measuring success is provided. The school will identify whether the evidence-based improvement strategy is a continuation or a new strategy from the prior year.		
Each school has described the implementation of their identified evidence-based improvement strategies. Descriptions include evidence of the progress in practices, systems or structures, student outcome data, and lessons learned through the implementation of the strategy. Each school has identified next steps for the evidence-based improvement strategy implementation.		
Each school has identified and made plans to address resource inequities to effectively implement the school based evidence-based improvement strategies.		

VII. School Plan	Not Adequately Demonstrated	Partial Implementation	Full Implementation
The school plan includes high-leverage strategies that will help the school reach its goals.	No implementation factors have been adequately addressed.	Some implementation factors have been adequately addressed.	Strategies in the plan are: • research based; • designed to directly impact goals for student achievement and prioritized needs; • specific enough to guide implementation of the grant activities; • integrated and coordinated across the school; and • designed to support rapid school turnaround.
VII. School Plan	Not Adequately Demonstrated	Partial Implementation	Full Implementation
The plan supports the achievement of school goals by describing the effective use of resources, support, and technical assistance.	No implementation factors have been adequately addressed.	Some implementation factors have been adequately addressed.	Each school plan: • delineates clear roles and responsibilities for both individuals and teams; • includes a timeline for effective implementation.

Comments:

VIII. LEA Support and Monitoring Plan	YES	NO
The LEA has identified a district-level administrator to oversee, evaluate, and, if necessary, take action to ensure that the plan is being implemented as designed.		
The plan demonstrates that LEA administrators regularly review student achievement data in the targeted schools.		
The plan includes district-level personnel and financial resources to effectively monitor school improvement efforts.		
The plan includes strategies to evaluate and, if necessary, replace technical assistance providers.		
The plan ensures that activities in each school's approved plan occur according to established timelines.		
The plan ensures the integration of school and district plans in a timely manner.		

Comments:

IX. LEA Support for School Implementation	Not Adequately Demonstrated	Partial Implementation	Full Implementation
1. The LEA has identified and made plans to address resource inequities to effectively implement the school based evidence-based improvement strategies.			
2. The LEA has effectively aligned initiatives with the model requirements.	No implementation factors have been adequately addressed.	Some implementation factors have been adequately addressed.	To ensure successful implementation of the grant, the LEA describes how it will align requirements, which may include, but are not limited to: • activities required by, or related to, other funding sources; (look to the Resource Mapping tool or Initiative Inventory for tools or supports) • LEA initiatives and goals; • School based initiatives and goals; • professional development; and • other federal, state, or local requirements.

IX. LEA Support for School Implementation	Not Adequately Demonstrated	Partial Implementation	Full Implementation

3. The LEA provided a description of its flexibility in requirements, practices, or policies to provide effective oversight and support to SIG Schools to implement their interventions effectively.	No implementation factors have been adequately addressed.	Some of the proficient factors have been adequately addressed.	The plan includes:
			• an evaluation of current practices, policies, and district requirements that impact the implementation of School Improvement Grants.
			• a description of how the LEA will differentiate necessary practices and policies or provide supports which may include, but are not limited to:
			   o school plans;
			   o teacher and administrator contracts;
			   o professional development;
			   o transportation;
			   o LEA and school schedules;
			   o enrollment procedures;
			   o graduation requirements; and
			   o discipline procedures.
			• a description of the LEA's oversight process and its implementation timeline, which may include, but are not limited to:
			   o differentiated systems for the variety of needs at the schools; and
			   o alignment with district improvement plans and policies.

IX. LEA Support for School Implementation - Continued	YES	NO
4. The LEA has included a written plan of how it will sustain reforms after the funding period ends.		
Comments:		

X. LEA Consultation with Stakeholders	Not Adequately Demonstrated	Partial Implementation	Full Implementation

The LEA describes strategies for ongoing meaningful engagement with key stakeholders, including families and the community, regarding the application and implementation of school improvement models in its SIG Schools.	No implementation factors have been adequately addressed.	Some of the proficient factors have been adequately addressed.	The plan includes:
			● A description of the LEA's plan to engage an equal representation of families of all student subgroups in the reform process which shall include:
			  ○ consultation with families to communicate SIG status
			  ○ strategies to meaningfully engage family members in the education of their children including:
			    □ communication methods;

			□ take home resources;
			□ volunteer opportunities
			□ opportunities for school governance;
			□ strategies and support for effective parenting
			□ strengthening community partnerships
			○ a description of the family training programs to help all parents or families understand
			□ screening methods, exit and entrance criteria, and progress monitoring; and
			□ student and school data.

X. LEA Consultation with Stakeholders - Continued

Comments:

Appendix C – Gap Analysis to Study Resource Inequities

Evidence-Based Improvement Strategy	Current Structures in Place to Implement	Deficiency/GAP	Action Plan to Address the Gap
	Do we have highly qualified teachers to implement this evidenced-based improvement strategy? Do we have appropriately licensed educators? Do we have the classroom materials to implement this evidenced-based improvement strategy? Do we have other needed resources to implement this evidenced-based improvement strategy?		
	Do we have highly qualified teachers to implement this evidenced-based improvement strategy? Do we have appropriately licensed educators? Do we have the classroom materials to implement this evidenced-based improvement strategy? Do we have other needed resources to implement this evidenced-based improvement strategy?		

	Do we have highly qualified teachers to implement this evidenced-based improvement strategy? Do we have appropriately licensed educators? Do we have the classroom materials to implement this evidenced-based improvement strategy? Do we have professional development and coaching to implement this evidenced-based improvement strategy? Do we have other needed resources to implement this evidenced-based improvement strategy?		
	Do we have highly qualified teachers to implement this evidenced-based improvement strategy? Do we have appropriately licensed educators? Do we have the classroom materials to implement this evidenced-based improvement strategy? Do we have other needed resources to implement this evidenced-based improvement strategy?		