



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Title I School Improvement Grant Application

Single School Improvement Model Planning Grant

For LEAs applying on behalf of individual, first-year Comprehensive Support and Improvement (CSI) schools

Background

The Indiana Department of Education (IDOE) invites local education agencies (LEAs) with one or more first-year Comprehensive Support and Improvement (CSI) schools to apply on behalf of individual CSI schools in their LEA for this Title I School Improvement Grant.

This grant is intended to help LEAs and CSI schools develop innovative school improvement plans with evidence-based interventions that are anchored in high-quality needs assessments and key learnings from meaningful stakeholder engagement. This grant is also designed to help LEAs and CSI schools set the conditions necessary to implement innovative school improvement plans and evidence-based interventions during the 2019-2020 school year.

The LEA's Superintendent will be required to affirm acknowledgement of and support for the changes in conditions necessary to implement the plan on page eight of this application.

The school improvement model developed through this planning grant must be tailored to meet the unique needs and build on the specific strengths of the individual CSI school.

To support the implementation of innovative school improvement models, IDOE will invite LEAs who are awarded this *planning grant* during the 2018-2019 school year to apply for an *implementation grant* for the 2019-2020 school year. Unlike the *planning grant*, this *implementation grant* will be competitive.

Objectives

IDOE has three core objectives for the recipients of this *single-school planning grant*.

1. Conduct a comprehensive needs assessment, aligned to an evidence-based framework for school improvement;
2. Develop a school improvement plan that is driven by the qualitative and quantitative findings from a comprehensive needs assessment, aligned to an evidence-based framework for school improvement; and
3. Ensure the required conditions are in place to enable successful implementation of the entire school improvement plan during the 2019-2020 school year.

Goals

Describe the LEA's and CSI school's overarching goals for this planning grant. Please note, these should *not* be goals for the school improvement model that this planning grant is designed to help the LEA and CSI school develop the capacity and conditions for. Instead, these goals should reflect what the LEA and CSI school want to be true by the end of this planning grant. Please add additional rows to the table below as needed.

Goal	Measure(s) of Success	Person(s) Responsible (i.e., the individual(s) charged with leading the planning team to achieve this goal)

Planning Grant Priorities

The applicant must describe its plan for fulfilling specific planning grant priorities, in service of achieving the aforementioned goals, by the end of this planning grant. The following planning grant priorities must be addressed:

- Ongoing stakeholder engagement
- School-level needs assessment and root cause analysis
- Identify high-impact, evidence-based interventions (informed by key learnings from the needs assessment and root cause analysis)
- Budgeting and sustainability planning
- Condition setting

Ongoing Stakeholder Engagement

In the table below, describe how the LEA plans to meaningfully engage stakeholders in an ongoing manner during this proposed planning grant. These stakeholders should include, but not be limited to, the members of the planning team identified earlier in this grant application.

The applicant should start by setting a goal for ongoing stakeholder engagement that can be broken down into at least two short-term benchmarks to help the planning team progress monitor towards the goal. Please add additional rows to the table below as needed.

	Description	Measure(s) of Success	Target Date
Goal for Ongoing Stakeholder Engagement			
Benchmark #1			
Benchmark #2			

School-Level Needs Assessment and Root Cause Analysis

In the table below, describe how the LEA and CSI school plan to conduct a high-quality school-level needs assessment and root cause analysis.

The applicant should start by setting a goal for the school-level needs assessments and root cause analyses that can be broken down into at least two short-term benchmarks to help the planning team progress monitor towards the goal. Please add additional rows to the table below as needed.

	Description	Measure(s) of Success	Target Date
Goal for School-Level Needs Assessment and Root Cause Analysis			
Benchmark #1			
Benchmark #2			

Identification of High-Impact, Evidence-Based Interventions

In the table below, describe how the LEA and CSI school plan to identify high-impact, evidence-based interventions for the school improvement model. The identification of these interventions should be directly informed by key learnings from the school-level needs assessment and root cause analysis.

This section is not intended to detail the actual evidence-based interventions, but rather the processes in which the LEA/school are going to follow in order to identify which interventions are ultimately chosen. Outline the plan and methods utilized by stakeholders to find and select the appropriate interventions for the school.

The LEA should start by setting a goal for the identification of high-impact, evidence-based interventions that can be broken down into at least two short-term benchmarks to help the planning team progress monitor towards the goal. Please add additional rows to the table below as needed.

	Description	Measure(s) of Success	Target Date
Goal for the Identification of High-Impact, Evidence-Based Interventions			
Benchmark #1			
Benchmark #2			

Budgeting and Sustainability Planning

In the table below, describe how the LEA and CSI school plan to develop budgets to support the CSI school's improvement model in a manner that demonstrates the sustainability of the model.

This section is not intended to budget actual expenses, but rather the process in which the LEA/school will engage in budgeting and sustainability planning, such as ensuring effective communication and coordination among fiscal (e.g. Chief Financial Officer) and program staff (Principal, Curriculum Coordinator, Superintendent). The applicant will begin budgeting in the Title 1 Application Center.

The applicant should start by setting a goal for budgeting and sustainability planning that can be broken down into at least two short-term benchmarks to help the planning team progress monitor towards the goal. Please add additional rows to the table below as needed.

	Description	Measure(s) of Success	Target Date
Goal for Budgeting and Sustainability Planning			
Benchmark #1			
Benchmark #2			

Condition Setting

In the table below, describe how the LEA and CSI school plan to set the necessary conditions (e.g., talent, programs, professional learning) for it to be able to begin implementing its school improvement model during the 2019-2020 school year.

This section is not intended for general conditions that exist within the school/LEA that affect performance, but rather specific conditions that are a barrier for the school to be successful in carrying out its school improvement model. As appropriate, the LEA will modify practices and policies to provide operational flexibility that enable full and effective implementation of the plan.

The applicant should start by setting a goal for condition setting that can be broken down into at least two short-term benchmarks to help the planning team progress monitor towards the goal. Please add additional rows to the table below as needed. *LEA Superintendent is required to affirm acknowledgement and support regarding the changes in conditions necessary to implement the plan within the right-hand column of the table below.*

	Description	Measure(s) of Success	Target Date	LEA Superintendent Initials
Goal for Condition Setting				
Benchmark #1				
Benchmark #2				

Grant Expenditures

Working collaboratively, representatives from the LEA, CSI school, and school improvement planning team will design and prepare to implement an innovative school improvement model to build on the school's unique strengths and address the school's opportunities for growth.

This planning grant is designed to provide the LEA and CSI school with resources to help them:

1. Design a school improvement model and plan that is rooted in key learnings from high-quality needs assessments and ongoing, meaningful stakeholder engagement; and
2. Ensure the necessary conditions (e.g., people, professional learning, programs) are in place to fully and effectively implement this model during the following school year.

In service of fulfilling these two key objectives, the applicant should define how they plan to utilize this grant in the spaces provided below. This school improvement model planning grant is \$50,000.

Budget Phases

The budget for this planning grant consists of two phases.

- Phase I: Budget for the school to conduct a high-quality comprehensive needs assessment and develop a high-quality school improvement plan (e.g. acquire a technical assistance partner, release time for teachers to work with school leaders on the plan).
- Phase II: If funding exists beyond what is needed for Phase I's objectives, the LEA may then utilize remaining funds to begin implementing the school improvement plan. However, these funds will not be realized until the LEA and school have conducted a Comprehensive Needs Assessment and developed a School Improvement Plan. See [this IDOE webpage](#) for more information.

The questions on pages 10 through 12 relate *only* to Phase I. It is the expectation that most, if not all, of the planning grant funds will be utilized for the LEA and CSI school to craft a goals-aligned, actionable, and sustainable school improvement plan, anchored in key findings from a high-quality comprehensive needs assessment. The emphasis of the funding should be on this work. If funding remains, which should be a secondary purpose, then the "Phase II Budget Planning Worksheet" (Appendix A) should be completed.

1. How much of the planning grant funding will be used to fulfill the main objectives for Phase I (i.e., conduct a high-quality Comprehensive Needs Assessment and develop a high-quality School Improvement Plan)?	
2. How much of the planning grant funding will be used to support the initial implementation of the School Improvement Plan (Phase II)? Note: These funds will <i>not</i> be available initially. They will be released through an amendment in the Title I Application Center once the LEA and CSI school have completed and submitted their Comprehensive Needs Assessment and School Improvement Plan.	

3. Describe how this grant will be used to help the CSI school design a school improvement plan that is rooted in key learnings from a high-quality comprehensive needs assessment and ongoing, meaningful stakeholder engagement.

4. If the CSI school will work with an external partner(s) to achieve the objectives of this planning grant, (1) name the partner(s) below and (2) provide rationale for selecting the partner(s).

Note: If an external partner is not on [this list of organizations selected to participate in the IDOE's School Improvement Summit](#), the applicant must complete the "Technical Assistance Partner Profile" form (Appendix B).

5. How will other funding sources be utilized to help the CSI school design a school improvement plan that is rooted in key learnings from a high-quality needs assessment and ongoing, meaningful stakeholder engagement? For each funding source, provide the amount that will be allocated to help the CSI school achieve this objective.

A large, empty rectangular box with a thin black border, intended for the user to provide their answer to question 5. The box is currently blank.

Budget

Please submit a detailed budget aligned with this grant application through Title I Application Center at title1.doe.in.gov.

Due to the urgent nature of school improvement in Comprehensive Support and Improvement (CSI) schools, grant funds must be expended on an ongoing, regular basis – at a minimum, requesting reimbursement quarterly.

Fiscal Oversight and Accountability

1. How will the LEA ensure compliance with federal requirements of allowability under [Education Department General Administrative Regulations](#)?

Evaluation and Monitoring

The benchmarks and goals articulated in this grant application should be the foci of the LEA's evaluation and monitoring of this grant.

1. Describe the LEA's process for monitoring and evaluating progress toward the planning grant's goals. This should be in regards to executing the planning grant versus an evaluation of the outcomes of the CNA/SIP.

2. How will the LEA modify its approach if progress is not demonstrated?

3. If requesting to use part of the funding for Phase II supports, how will the LEA monitor the fidelity of implementation of evidence-based interventions? Describe the process for monitoring and evaluating their effectiveness. Identify the persons responsible and define the frequency of monitoring.

4. Describe the LEA's process for monitoring and evaluating the effectiveness of external partners utilized through this planning grant.



Appendix A: Phase II Budget Planning Worksheet

This *optional* worksheet should only be completed if the LEA and CSI school have remaining funds after dedicating funds to design a school improvement plan that is rooted in key learnings from a high-quality needs assessment and ongoing, meaningful stakeholder engagement. The completed CNA and SIP will have to be provided to the IDOE, along with this appendix, to release any remaining funds through an amendment.

All grant funds used for this phase of the planning grant must be used to support interventions that meet the evidentiary threshold described below.

The LEA **must** describe the evidentiary threshold met by the evidence-based intervention, citing at least one study with a statistically significant positive effect on student outcomes. At least one study with a statistically significant positive effect on student outcomes **must** be provided for each of the proposed evidence-based interventions.

Evidence-Based Interventions as Defined by ESSA

<u>Evidence Level</u>	<u>Evidentiary Threshold</u>
Strong Evidence	Based on at least one (1) well-designed and well-implemented experimental study.
Moderate Evidence	Based on at least one (1) well-designed and well-implemented quasi-experimental study.
Promising Evidence	Based on at least one (1) well-designed and well-implemented correlational study with statistical controls for selection bias.

The LEA must complete the table below for *each* of the evidence-based interventions that will be utilized in the CSI school and supported with grant funds. Please duplicate the table below as needed.

Evidence-Based Intervention (EBI):		
Description	Citation(s)	Proposed Amount of Title I School Improvement Grant Funds to Be Used
Annual Goal for this EBI:		
Measure(s) of Success for this Annual Goal:		
Benchmark 1:		
Benchmark 2:		

Appendix B: Technical Assistance Partner Profile

This profile should only be completed if an LEA and CSI school are planning to use grant funds to collaborate with an external partner *and* that partner is not on [this list of organizations selected to participate in the IDOE’s School Improvement Summit](#).

The applicant is encouraged to ask the Technical Assistance Partner is complete this profile.

In no more than 2 pages, describe the Technical Assistance Partner, its accomplishments, and how it can help improve educational outcomes for students in the CSI school. The information outlined below must be provided.

I. Background

- a. Technical Assistance Partner’s name.
- b. Technical Assistance Partner’s contact person, contact email, and phone number.
- c. Summarize the Technical Assistance Partner’s mission and its commitment to school improvement.

II. Evidentiary Threshold

- a. Describe the evidentiary threshold (Table 1) met by the Technical Assistance Partner’s service(s), citing at least one study with a statistically significant positive effect on student outcomes.

Evidence-Based Interventions as Defined by ESSA

<u>Evidence Level</u>	<u>Evidentiary Threshold</u>
Strong Evidence	Based on at least one (1) well-designed and well-implemented experimental study.
Moderate Evidence	Based on at least one (1) well-designed and well-implemented quasi-experimental study.
Promising Evidence	Based on at least one (1) well-designed and well-implemented correlational study with statistical controls for selection bias.

III. References

- a. Provide at least three references of schools that the Technical Assistance Partner has provided similar services for.
- b. For each reference, provide the name, title, organization, and phone number of a person who may be contacted for further information.

Appendix B: Technical Assistance Partner Profile (continued)

IV. Assessment and Reflection

- a. Complete the assessment and reflection below, rating the Technical Assistance Partner on four criteria and providing supporting evidence for each rating.

	4	3	2	1	Rating and Supporting Evidence
1. Track Record of Success	The Technical Assistance Partner demonstrates a clear and consistent track record of dramatically improving outcomes for youth.	The Technical Assistance Partner demonstrates a clear and consistent track record of modestly improving outcomes for youth.	The Technical Assistance Partner demonstrates an inconsistent track record of improving outcomes for youth.	The Technical Assistance Partner does not demonstrate a track record of improving outcomes for youth.	
2. Track Record of Success with Student Subgroups	The Technical Assistance Partner demonstrates a clear and consistent track record of dramatically improving outcomes for diverse student populations (i.e., racially/ethnically, socioeconomically).	The Technical Assistance Partner demonstrates a clear and consistent track record of modestly improving outcomes for diverse student populations (i.e., racially/ethnically, socioeconomically).	The Technical Assistance Partner demonstrates an inconsistent track record of improving outcomes for diverse student populations (i.e., racially/ethnically, socioeconomically).	The Technical Assistance Partner does not demonstrate a track record of improving outcomes for diverse student populations (i.e., racially/ethnically, socioeconomically).	

3. Capacity to Expand Services	The Technical Assistance Partner possesses sufficient internal capacity to expand its footprint in Indiana.	N/A	N/A	The Technical Assistance Partner does not have sufficient internal capacity to expand its footprint in Indiana.	
4. Track Record of Collaborative, Differentiated Partnerships	The Technical Assistance Partner demonstrates a clear willingness to work collaboratively with and differentiate services for school partners and has a clear and consistent track record of successfully doing so.	The Technical Assistance Partner demonstrates a clear willingness to work collaboratively with and differentiate services for school partners and has a limited track record of successfully doing so.	The Technical Assistance Partner demonstrates a clear willingness to work collaboratively with and differentiate services for school partners but has a limited track record of successfully doing so.	The Technical Assistance Partner neither demonstrates a willingness to work collaboratively with and differentiate services for school partners nor has a track record of successfully doing so.	