

# School Improvement Grants

September 6, 2017



*Working Together for Student Success*

# 1003(g) Competitive School Improvement Grants

September 6, 2017



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# Agenda

- 1003(g) SIG Program Overview
- Planning Year
- Fiscal Guidance
- Monitoring and Support
- Resources
- Questions/Next Steps



# Logistics

- Competitive federal grant through IDOE that was defunded under ESSA; however, carryover funding is providing an opportunity for another competition although with fewer successful applicants than previous years (~2-5)
- Held to NCLB rules, including required models
- School-based grant, for current Title I served focus/priority schools, including first time D and F from 2016
- 4 year grant period (\$50,000-\$500,000/year)
- ESSA's mechanism for SIG funding is through the 1003 grant, which is a separate opportunity than 1003(g)



# Logistics

See the grant application for further info:

- September 6: 1003(g) webinar
- September 15 & September 29: Open calls (optional)
- October 12 & 23: Onsite technical assistance (optional)
- October 27: Application due
- December 1: Preliminary award notification
- January 1- June 30, 2018: Early implementation



# Logistics

## Website Walkthrough

[www.doe.in.gov/sig](http://www.doe.in.gov/sig)

### 1003(g)

School Improvement Grants (SIG), are authorized under section 1003(g) of No Child Left Behind. Funds are awarded on a competitive basis to schools in districts with the greatest need for funds and the strongest commitment to provide adequate resources and support. The LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### Key Documents and Forms

- [SIG Newsletters](#)
- [1003\(g\) Amendment Form](#)
- [1003\(g\) Non-Regulatory Guidance](#)

### Cohort 8: 2017-2018

- [2017-2018 Application](#)
- [2017-2018 Application Directions and Guidance](#)
- [2017-2018 1003g SIG Budget](#)
- [2017-2018 SIG Rubric](#)
- [SIG FAQ SY 2017-18](#)
- [2017-2018 SIG Model Overview](#)



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# Models

Individual Model Required Elements					
Transformation Model	Turnaround Model	Early Learning Model	Whole-School Reform Model	Restart Model	Closure Model
<ul style="list-style-type: none"> <li>replacement of the principal</li> <li>redesign of the current leadership structure in the building</li> <li>use of a teacher evaluation system which takes student growth into account as a significant factor</li> <li>providing staff with financial incentives &amp; opportunities for leadership development</li> <li>increased learning time for students and staff</li> <li>Additionally, the Transformation Model has options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support</li> </ul>	<ul style="list-style-type: none"> <li>replacement of the principal and 51% of the current staff</li> <li>redesign school leadership structure to provide appropriate operational flexibility</li> <li>use of a teacher evaluation system which takes student growth into account as a significant factor</li> <li>providing staff with financial incentives and opportunities for leadership development</li> <li>increased learning time for students and staff</li> <li>Additionally, the Turnaround Model has options for implementation around job embedded PD; comprehensive instructional reform strategies; using data; providing appropriate social-emotional and community-oriented services and supports for students; and providing operational flexibility and sustained support.</li> </ul>	<ul style="list-style-type: none"> <li>replacement of the principal</li> <li>principal professional development in early learning</li> <li>HQ staff – licensed teachers with BA in early childhood education or related field with State-approved pathway</li> <li>use of a teacher evaluation system which takes student growth into account as a significant factor</li> <li>increased learning time for staff;</li> <li>a child-to-instructional staff ration of no more than 10 to 1</li> <li>class sizes: no more than 20</li> <li>full-day programming</li> <li>An age- and developmentally-appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness</li> <li>Development of a kindergarten transition protocol &amp; regularly share with parents &amp; families</li> <li>Teachers intentionally &amp; regularly communicate learning objectives to families which are aligned to IN Early Learning Foundations – via newsletters, parent events, etc.</li> <li>Additionally, the Early Learning Model has options for implementation around developing and increasing teacher &amp; school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support.</li> </ul>	<ul style="list-style-type: none"> <li>implementation of a USED approved model</li> <li>partnership with a reform model developer</li> <li>replacement of the principal</li> <li>redesign of the current leadership structure in the building</li> <li>addressing teaching and learning in at least one full academic area (including PD for educators)</li> <li>Additionally, the Whole-School Reform Model has options for implementation around comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility &amp; sustained support.</li> </ul>	<p>In making the determination, the LEA must consider the extent to which the schools currently being operated or managed by the selected charter school operator, CMO, or EMO have provided strong results over the past three years (or over the life of a school if less than three years) including:</p> <ul style="list-style-type: none"> <li>Significant improvement in academic achievement for all groups of students</li> <li>Success in closing achievement gaps for all groups of students</li> <li>High school graduation rates, where applicable</li> <li>No significant compliance issues, including the areas of civil rights, financial management, and student safety</li> </ul> <p>A restart model MUST enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>Restart would be funded for up to four years. SY 2017-2018 must be the planning year.</p>	<p>School closure would be funded for the planning year in SY 2017-2018.</p> <p>Funding Possibilities could include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Parent and community outreach</li> <li>Expansion of programming at schools within LEA that will be taking on students</li> <li>Closure of building</li> </ul>



# Program Goals

- Dramatic Change Requires Bold, Comprehensive Action
- Student Driven, Data Informed
- Focused, Clear Priorities
- Ensure Fiscal Responsibility
- Maintain a Plan for Sustainability



# What are we trying to do?

- Accelerate** school turnaround
- Promote a sense of **urgency**
- Develop/Support **internal accountability**
- Establish a clear **focus on results**
- Build leadership capacity**

Introduce	Implement	Institutionalize	Maintain/ Sustain
Year 1	Year 2	Year 3	Year 4

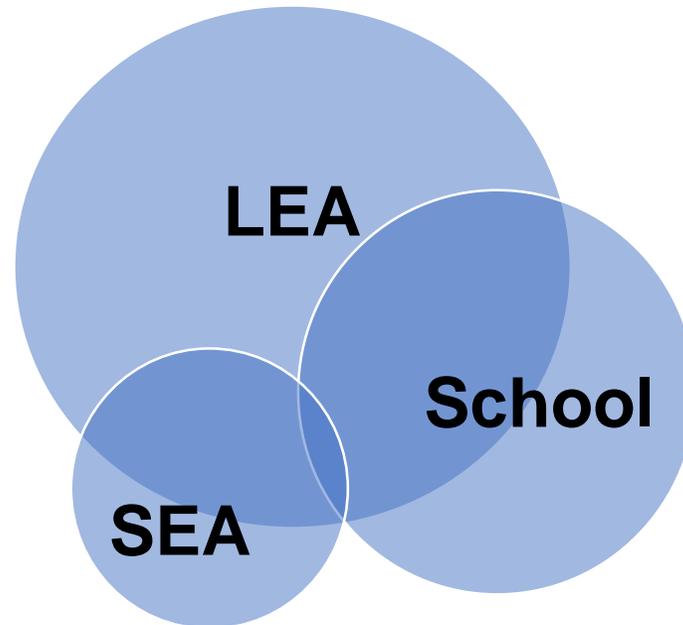


# Indiana's Vision for SIG

- Building capacity of both schools and LEAs by demonstrating the following:
  - Reducing the number of Focus and Priority schools, and
  - Reducing the number of schools that are eligible for state takeover, and
  - Maintaining non-improvement status for at least two years following grant conclusion.



# Indiana Conditions



# Key Components- Indiana Conditions

**A required year of pre-implementation/planning** in which principal effectiveness will be reviewed.

- Providing the principal with a mentor
- LEA must provide the principal:
  - Control over people, time, program, and dollars
  - An opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner



# Indiana Conditions (Cont'd)

LEA must have in place the following pieces:

- Defined district role** in the school SIG planning process
- Designated central office staff member** to be part of the SIG process
- Written support and commitment from local teacher's association** regarding flexibility for SIG implementation



# Indiana Conditions (Cont'd)

- Monthly monitoring** of SIG programming and implementation
- Evaluation System** for programming and implementation of SIG
- Data review plan**
- Special Populations review plan**
- Fiscal monitoring plan**
- Timeline and responsible parties** for all above plans



# Key Components – Extended Learning

- Opportunities available for ALL students
- Meet needs of
  - Students with Disabilities
  - English Learners
  - High Ability students
- Significant additional time
  - Intentional
  - Strong Plan
  - Clear outcomes



# Key Components – Recruitment/Retention/Rewards

## Recruitment

- Clear Plan and Timeline

## Retention

- Support System for New Teachers
  - Orientation
  - Mentorships
- Build Capacity
- Evaluation and Feedback

## Rewards

- Stipends for Time
- Classroom Grants
- Personalized Learning Choices



# Key Components – Professional Development

- Implementation Plan
- Job-Embedded
- Differentiated based on school and teacher needs
- Build capacity and sustainability
- Includes a system of peer support
- Instructional Leadership focus
- Culturally-competent support system



# What Should Happen in the Planning Year?

## **Establishing Leadership Roles**

- Who will be in charge of new initiatives and how will that process be monitored?
- Has someone from the district been identified to be a partner in this process? What will their role be?
- Do you have a school leadership team in place?

## **Recruit and Hire Staff for Implementation Years**

- Will new positions be filled internally or externally?
- What hiring procedures need to be updated/developed?

## **Professional Development**

- Is there any PD that is needed to start the process?



## What Should Happen in the Planning Year?

- Buy needed materials/supplies/technology**

- Are classrooms equipped for implementation?

- Look at Scheduling**

- Will schedules need to be modified in any way?

- Look at Transportation**

- Are transportation services aware/prepared to adjust/add any schedules/routes?



## Supplement/Not Supplant

- Federal funds cannot be used to pay for services, staff, programs, or materials that would otherwise be paid for with state or local funds.
- 1003(g) follows the previous Title I supplement not supplant rules under NCLB on an individual cost/activity basis
  - Prohibit funding to be used for services required to be made available under other federal, state, or local laws
  - Prohibit funding to be used for services that were provided with nonfederal funds in the prior year
  - Prohibit funding to provide services to eligible students while those same services are provided to non-eligible students with non-federal funds



# Reasonable, Allocable & Necessary

- Guidance on use of federal funds is that it must meet RAN – Reasonable, Allocable and Necessary
- Any proposed expenditure must meet all three to be considered.**

REASONABLE	Y/N	ALLOCABLE	Y/N	NECESSARY	Y/N
Is this project reasonable to the performance of the grant award?		Will this project directly advance the work or performance of the award?		Is the project necessary for the operation and efficient performance of the grant?	
Is the project justifiable to a prudent reviewer?		Will denial of this project activity hinder the implementation and outcomes of the grant?		Does the project conform to any limitations or exclusions of the grant regarding type or cost?	
Is this project tied to an identified need?		Will this project primarily benefit the intended group?		Will this project provide additional support or service?	



# Program Monitoring

*May include*

- Site Visits from IDOE Staff – 2-3 hours on-site (1/year)
  - Monitor Implementation of Plan
  - Observation of classrooms
  - Discussions with stakeholders – administration, staff, students, district personnel
  
- Virtual Visits- 1 hour conference call (1-2/year)
  - Team Conversation about Implementation of Plan
  - Focus topics: Leadership, Staff Development, Increased Learning, Community-Oriented Schools, Data Procedures, Instructional Reform/Interventions, etc.
  
- Data Dashboard/Analysis



# Fiscal Monitoring

- Application and Renewal Review
- Amendment Review
- Desktop Monitoring



# Support

- SIG Team Roles within Title Grants and Support
- Phone calls with IDOE
- Additional onsite visits
- Professional development
- Webinars
- SIG Networking



# Contact Us – Office of Title Grants and Support

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# Questions

