



# School Improvement Grant (SIG) 1003(g)



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# Goals

- Provide an overview of the SIG FY 2013 Oklahoma local educational agency (LEA) application
- Describe school requirements for SIG Intervention Models
- Describe LEA grant requirements and budgeting requirements



# Overview

- Purpose

School Improvement Grants, authorized under section 1003(g) of Title I Elementary and Secondary Education Act (ESEA), are grants for use in **Title I Priority Schools** that ***demonstrate the greatest need*** for the funds and ***the strongest commitment*** to use the funds to ***provide adequate resources in order to raise substantially the achievement*** of their students, to enable the schools to make adequate yearly progress, and to exit improvement status.



# Overview

- Priority Schools

- A Priority School is: (1) a Title I school *among the lowest five percent* of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments; (2) a school *among the lowest five percent of all schools* in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments; (3) a Title I-participating, a Title I-eligible, and/or a non-Title I high school with a *graduation rate less than 60 percent* for three consecutive years; or (4) All Priority Schools receiving *SIG funds* to implement a school intervention model.



# Overview

- **Districts Apply**

Districts may apply for School Improvement Grant Funds for eligible schools. The district determines which of the four **intervention models** is most appropriate for the eligible Priority Schools.



# Overview

- **Intervention Models**

Priority schools an LEA chooses to serve must implement one of four school intervention models: **turnaround model, restart model, school closure model, or transformation model.**



# Overview

- **Turnaround Model**

Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to sustain and improve student outcomes.



# Overview

- **Restart Model**

Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

- **Closure Model**

Close a school. Enroll students who attended that school in other LEA schools that are higher achieving.



# Overview

- Transformation Model

Implement each of the following strategies:

- Replace the principal and take steps to increase teacher and school leader effectiveness;
- Institute comprehensive instructional reform strategies;
- Increase learning time;
- Create community-oriented schools; and
- Provide operational flexibility and sustained support.



# Overview

- **Additional Requirements**
  - Turnaround Office(r)
  - Collaboration Time
  - Professional Development
  - New Teacher Professional Development
  - Resources and Meetings
    - Required to use an online planning and coaching tool
    - Required Implementation Meetings



# Additional Requirements

- Turnaround Office(r)

Responsibilities include day-to-day management of the reform efforts at the site level; coordinating and communicating with OSDE about the LEA's progress and efforts to meet the goals of the 1003(g) grant.



# Additional Requirements

- **Collaboration Time**

LEAs must provide at least 90 minutes of scheduled and protected collaboration time.

- Horizontal and Vertical Team Meetings
- Professional Learning Communities



# Additional Requirements

- Professional Development
  - LEAs must provide at least five (5) days of ***site-based*** training on initiatives to support the goals of the application.
  - Additionally, LEAs must provide a ***five-day teacher academy or institute*** to provide training in school improvement initiative and information about the requirements of the 1003(g) grant.



# Additional Requirements

- New Teacher Professional Development
  - LEAs must provide at least five (5) days of additional training ***beyond the required five (5) days of site-based training and the five-day teacher institute*** for new teachers that join after the start of implementation of the selected intervention model. New teachers should be provided training on initiatives to support school improvement efforts and the process and requirements of the 1003(g) grant.



# Additional Requirements

- Resources and Meetings
  - School Support Team Leader
  - Web-based Planning and Coaching Tool
  - Implementation Meetings
  - Data Reviews
  - Required Professional Development



# Application Components

- The SIG application includes:
  - an LEA section;
  - a school section to be completed for each Priority School served; and
  - a budget section.



# Application Components

- LEA Section
  - Application Cover Sheet
  - Assurances
  - Schools to be Served
  - LEA Capacity
  - LEA Policy for External Providers
  - LEA Integration of Services Chart
  - LEA Modification of Policies and Procedures
  - LEA Sustainability Efforts



# LEA Components

- **LEA Capacity**
  - The LEA must demonstrate it has the capacity to use 1003(g) funds to provide adequate resources and related support to each Priority Schools identified in the LEA application in order to implement fully and effectively the selected intervention at each of those schools.



# Application Components

- External Providers
  - LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers, as applicable.



# LEA Components

- Integration of Services
  - The LEA must complete an **Integration of Services Chart** showing how the LEA will align other available federal, state, and local resources to implement the selected intervention model(s).



# LEA Components

- **Sustainability Efforts**
  - LEA has a system of formative and summative data collection in place.
  - Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives.
  - The Title I, Part A schoolwide/school improvement plan includes goals and action steps that will sustain reform efforts.



# Application Components

- **School Section**
  - Application Cover Sheet
  - School Needs Assessment
  - School Identification of Intervention Model
  - School SMART Goals
  - School Action Plan
  - School Integration of Services
  - School Sustainability Efforts



# School Components

- School Needs Assessment

LEAs must **conduct a comprehensive needs assessment** to identify the strengths, weaknesses, and areas of critical need. For each Priority School, the LEA must describe the needs assessment process and summarize the results of the data analysis.



# School Components

- School SMART Goals
  - LEAs must **establish annual goals for three consecutive years** for each Priority School in the areas of reading, mathematics, and graduation rate, as applicable. These goals should identify the desired increase in student achievement and focus the entire school on improvement activities.



# School Components

- School Action Plan
  - The LEA must submit for each Priority School to be served a **yearly action plan for three (3) consecutive years** for the selected intervention model. This action plan includes the required components of the selected model, the **action steps** the school plans to make to meet the requirements of the model, a **timeline** for the actions, and identification of the **person(s) responsible** to carry out the action steps.



# Application Components

- **Budget Section**
  - LEA Budget Narrative
  - School Budget Narrative (for each school served)
  - LEA Summary Budget and Justification Pages
  - School Summary Budget and Justification Pages



# Budget Components

- LEA Budget Narrative
  - Provide a narrative that describes, in detail, the **needs of the LEA for district-level initiatives, the proposed initiatives, and/or materials and resources necessary to implement initiatives.** Include in the narrative, the process the LEA will use to ensure timely distribution of funds during each year of the grant.



# Budget Components

- School Budget Narrative
  - **A budget narrative is required for each Priority School to be served.** The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. **The school budget narrative must also address how the school will fund the additional requirements of the grant.**



# Budget Components

- LEA Summary Budget and Justification
  - The LEA must also submit a comprehensive Summary Budget page totaling the school Summary Budget Pages for all Priority Schools.



# Budget Components

- **School Summary Budget and Justification**
  - The LEA must submit for each Priority School to be served, a Summary Budget and Justification Page for each year of the grant.
  - Budgets submitted for Priority Schools should not be less than the minimum of \$50,000 and should not exceed the maximum of \$2,000,000 allowable per year over the period of grant availability for each identified Priority School.



# Questions

- How much will the state of Oklahoma be awarded for the FY 2013 new awards competition?
  - Oklahoma will be awarded approximately \$4.9 million.
- How many schools will be funded?
  - The number of schools funded is determined by number of grants awarded from approved LEA applications.



# Questions

- How much may a site request?
  - Sites may request a minimum of \$50,000 and a maximum of \$2,000,000 per year over the period of grant availability.
- How will the Oklahoma awarded amount be distributed to schools?
  - The amount of funding awarded to schools is determined by the amount requested by the school and at the discretion of the OSDE Office of School Turnaround.





# Resources

- United States Department of Education
  - <http://www2.ed.gov/programs/sif/index.html>
- Selecting the Intervention Model and Partners/Providers for Low-Achieving Schools
  - <http://www.centerii.org/leamodel/>
- The Guide to Working with External Providers
  - <http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php>



# Contact

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