School Improvement Grant (SIG) 1003(g)

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Goals

- Provide an overview of the SIG FY2014 Oklahoma local educational agency (LEA) application

- Describe school requirements for SIG Intervention Models

- Describe LEA grant requirement 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 and Focus Schools that demonstrate **the greatest need** for the funds and **the strongest commitment** to use the funds to **provide adequate resources in order to substantially raise 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 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

- Focus Schools

Any school contributing to the achievement gap for students with disabilities (IEP), and/or African American subgroups and the school had higher than the state's average population percentage for that subgroup and (1) Have the lowest performance for any of the three lowest achieving subgroups within each grade span for reading and mathematics; OR (2) Have the lowest graduation rate for either of the two subgroups (ELL and African American) with the lowest graduation rates that have not already been designated as Priority or Targeted Intervention School.

Overview

- Districts Apply

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

Overview

- Intervention Models

Priority and/or Focus Schools an LEA chooses to serve must implement one of six school intervention models: turnaround model, restart model, school closure model, transformation model, early learning model, and evidenced-based, whole-school reform model

Models

- 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.

Models

- 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.

Models

- Closure Model

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

Models

- Transformation Model

Implement each of the following strategies:

- Replace the principal (although a principal recently hired within two years at the time the application is submitted, may be retained, if agreed upon by the LEA, SEA, and USDE) and take steps to increase teacher and school leader effectiveness;

- Institute comprehensive instructional reform strategies;

- Increase learning time;

Models

- **Transformation Continued**

- Create community-oriented schools; and

- Provide operational flexibility and sustained support.

New Models

- **Early Learning Model**

- Offer Full-day kindergarten, and establish or expand a high-quality preschool program.

- Provide all teachers with joint planning time (PLC)

- Replace the principal

- Implement rigorous, equitable evaluation and support system

- Use data driven reform strategies

- Provide high-quality, job-embedded professional development

New Models

- **Evidenced-Based, Whole-School Reform Model**

- Only the approved models listed on the USDE's webpage can be adopted. (USDE will update the list on a rolling basis to reflect those models that have been determined to meet the final requirements. For guidance and information on selecting an approved model please visit-

- **http://www2.ed.go/programs/sif/sigevidencebased/index.html**.

New Models

- **Evidenced-Based Whole-School Reform Model Continued**

- (1) Is supported by evidence of effectiveness, which must include at least one study of the model that-

- A. Meets What Works Clearinghouse evidence standards with or without reservation;

- B. Found a statistically significant favorable impact on a student academic achievement or attainment 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

New Models

- **Evidenced-Based, Whole-School Reform Model Continued**

- C. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample. (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);

- 2. Is a whole-school reform model as defined in these requirements; and

- 3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

New Models

- **Evidenced-Based, Whole-School Reform Model Continued**

- An LEA applying for SIG funds to implement an evidence-based, whole-school reform model must select from among the approved models in either the Proprietary or Non-Proprietary groups.

- Note: under the final requirements, an LEA implementing an evidence-based, whole-school reform model **MUST** implement the partnership with a whole-school reform model developer, as defined in the final requirements.

Additional Oklahoma Requirements

- Turnaround Office(r)

- Collaboration Time

- Professional Development

- New Teacher Professional Development

- Resources and meetings

Required to use an online planning and coaching tool (GMS)

Required Implementation Meetings

Additional Oklahoma Requirements Description

- **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 and efforts to meet the goals of the 1003(g) grant.

Additional Oklahoma Requirements Description

- **Collaboration Time**

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

- Horizontal and Vertical Team Meetings

- Professional Learning Communities

Additional Oklahoma Requirements Description

- **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 Oklahoma Requirements Description

- **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 Oklahoma Requirements Description

- **Resources and Meetings**

- SIG Director, School Support Team Leader, School Support Specialist

- Web-based Planning and Coaching Tool (GMS)

- Implementation Meetings

- Quarterly Data Reviews

- Required Professional Development

- Cohort Collaboration Meetings (2 per year)

Application Components

- **The SIG application includes:**

- An LEA section;

- A school section to be completed for each Priority and/or Focus School served; and

- A budget section. (Cohort 5 Applicants will receive the budget template via email)

LEA Application Components

- **LEA Section**

- Application Cover Sheet

- Assurances

- Schools to be served

- LEA Capacity

- LEA Policy for External Providers

LEA Application Components Continued

- LEA Integration of Services Chart

- LEA Modification of Policies and Procedures

- LEA Sustainability Efforts

- LEA Effective Oversight

- LEA Implementation of Evidence-Based Strategies

- LEA Eligibility Services Under (REAP) Proposal to Modify One Element of the Turnaround or Transformation Model

LEA Components Description

- **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 and/or Focus Schools identified in the LEA application in order to implement fully and effectively the selected intervention at each of those schools.

LEA Components Description

- **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 Description

- **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 Description

- **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 initiatives.

- The Title I, Part A school wide/school improvement plan includes goals and action steps that will sustain reform efforts.

LEA Components Description

- **(New) Implementation of Evidenced-Based Strategies**

- Plan provides narrative and evidence of the following:

- Research and analysis sources of data to support the selection of the evidenced-based strategy(s).

- Person responsible for the implementation of the strategy(s) and the timeline.

- Strategic plan is in place for professional development to implement the evidence-based strategy(s)

- Plan shows alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

LEA Component Description

- **(New) Rural LEAs Modification of One SIG Intervention Model Element (Note: this only applies to an LEA eligible for services under subpart 1 or 2 of part B of the Title VI of ESEA for the modification of one element of the Transformation Model or the Turnaround Model)**

- **The LEA must identify which element they will be modifying of the chosen model, and how it will meet the intent and purpose of the original element.**

- Rural LEAs may not be in a position to implement each element of the Transformation or Turnaround Model. For example, rural districts may lack a pool of high-quality school leaders from which it can choose a principal replacement. The rural flexibility would provide the rural LEA with an alternate method to meet the leadership requirements of the turnaround and transformation model. This is only one example of a possible modification.

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 Application Components

- **School Needs Assessment**

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

School Application Components

- **School SMART Goals**

- LEA's must **establish annual goals for five consecutive years** for each Priority and/or Focus 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 Application Components

- **School Action Plan**

- The LEA must submit for each Priority and/or Focus School to be served a **yearly action plan for five (5) 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 take 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.

School Application Components

- Because of the delay in processing for Cohort 5, (late August or early September) Oklahoma is requiring all sub grantees implement year one as a "Planning Year".

- For assistance with the "Planning Year" visit:

- http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaroundSigPlanning 201050310.pdf

Budget Application Components

- **Budget Section**

- LEA Budget Narrative

- School Budget Narrative (for each school served)

- **(BUDGET TEMPLATES WILL BE EMAILED)**

- LEA Summary Budget and Justification Pages

- School Summary Budget and Justification Pages

Budget Application 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 Application Components

- **School Budget Narrative**

- **A budget narrative is required for each Priority and/or Focus 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 budge narrative must also address how the school will fund the additional requirements of the grant.**

Budget Application 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 and/or Focus Schools

Budget Application Components

- **School Summary Budget and Justification**

- The LEA must submit for each Priority and/or Focus School to be served, a Summary Budget and Justification Page for each year of the grant.

- Budgets submitted for Priority and/or Focus 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 and/or Focus School.

Questions

- **How much will the state of Oklahoma be awarded for the FY2014 new awards competition?**

- Oklahoma will be awarded approximately $5 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/

- Selecting Approved Evidence-Based, Whole-School Reform Models

- http://www2.ed.gov/programs/sif/sigevidenebased/index.html

Resources

- The Guide to Working with External Providers

- http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php

- The Guide for implementing a "Planning Year"   http://www.centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf

Friendly Reminder

- **All SIG Applications are due by the close of business on Friday, June 19, 2015.**

- **Note: OSDE prefers to receive an LEA's FY2014 SIG application electronically, and it should be sent as a Microsoft Word document.**

- **In addition, the LEA must submit a paper copy signed by the LEA's authorized representative to the contact listed on the Oklahoma LEA application.**

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