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

# Cohort III 2018-19 No-Cost Extension for 2017-18 Award Application

Authorized by Elementary and Secondary Education Act (ESEA)



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## I.     Overview
The purpose of 1003(g) School Improvement Grants, authorized by the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6303(g)), is to provide public school districts with additional funds and resources to assist with their school improvement efforts.

## II.    Eligibility
Eligible applicants are LEAs with Title I Priority Schools that received 1003(g) SIG grants in 2017-18 and have remaining funds from that award. The identification of Priority Schools was required by Wisconsin's approved ESEA Flexibility Waiver. Priority Schools are the five percent of Title I schools demonstrating the lowest combined performance in reading and mathematics.

## III.   Available Funds
LEAs eligible to use unobligated 2017-18 School Improvement Grant funds from July 1, 2018 through June 30, 2019 must submit an application to request a no-cost extension.

## IV.    Use of Funds
LEAs may use these funds to sustain full implementation of their existing reform model. This is the Transformation Model in every eligible school.

- *Transformation Model*
  - Replace the principal, who then has operational flexibility;
  - Use rigorous, transparent, and equitable evaluation systems;
  - Identify and reward effective staff and remove ineffective staff;
  - Provide staff professional development and implement new methods to recruit, place, and retain staff;
  - Use student data to inform and differentiate instruction;
  - Implement an instructional program that is research-based, vertically aligned from one grade to the next, and aligned with state academic standards;
  - Establish schedules and implement strategies that provide increased learning time;
  - Provide ongoing mechanisms for family and community engagement; and
  - Ensure the school receives ongoing, intensive technical assistance and related support from the Local Educational Agency (LEA), the State Educational Agency (SEA), or a designated external lead partner organization.

### A.    Eligible Expenses
LEAs may use funds for salaries, fringe benefits, instructional materials, professional development, purchased services, or other expenses for school improvement reform efforts that are based on a school needs assessment. 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.

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

## V.   Application Information
### A.   Timeline

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| July 31, 2018 | No-Cost Extension applications must be received by DPI. |
| October 2018 | Carryover finalized and approved by DPI. |
| May 31, 2019 | All budget modification requests received and approved by DPI. |
| June 30, 2019 | All funds encumbered. |
| September 30, 2019 | Final claims due. |

### B.   Application

The application includes a continued and updated Implementation Plan in Indistar or other DPI-approved online tool and completion of form PI-9580-SSIF-PS-Cont. The form PI-9580-SSIF-PS-Cont includes the following sections: assurance and debarment forms; schools to be served; school plan; Area of School Improvement (ASI); budget detail; and budget summary.

Instructions for each section are included in the application. Applicants should also use the reviewer rubric (Appendix B) as a guiding document when writing the application.

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 must align with the activities listed in the grant activities and plan as represented in Indistar or other DPI-approved online tool. The budget shall only contain expenses for the 2018-19 grant year.

The 1003(a) School Improvement Grant Carryover application is due July 31, 2018. The 1003(a) School Improvement Grant Carryover form and guidance may be accessed online at http://dpi.wi.gov/statewide-system-of-support/school-improvement-grants-1003g/forms.

### C.   Review Process

A team of DPI staff will review each grant continuation application (information submitted in Indistar and form PI-9550-SSIF-PS-Cont). The team will use the rubric provided in Appendix B. If any section of the application is found insufficient, 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 school improvement plan in an online tool, such as Indistar, and on-site visits, focused on the ASI.

## VII.   Financial Requirements
### A.   General Requirements

DPI encourages LEAs 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 approves 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 and approved by DPI before
May 31, 2019.

## C.  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 senior accountant, Ryan Egan, at (608) 266-1723 or
ryan.egan@dpi.wi.gov.

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

# Transformation Model

## Required Activities:

1. Replace the principal who led the school prior to commencement of the transformation model.
    a. Principals hired within the last two years as part of a transformation effort are exempt.

2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
    a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
    b. Are designed and developed with teacher and principal involvement.

3. 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. Provide staff ongoing, high-quality, job-embedded professional development (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 successfully implement school reform strategies.

5. 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 the students in a transformation school.

6. 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.

7. 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.

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

9. Provide ongoing mechanisms for family and community engagement.

10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

11. 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. 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.

4. Conduct periodic reviews of the curriculum to ensure that it is being implemented with fidelity.

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

6. Provide additional supports and professional development to implement effective strategies to support students with disabilities in the least restrictive environment and ensure Limited English Proficient students acquire language skills to master academic content.

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

8. In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework.

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

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

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

12. Partner with parents, parent organizations, and community-based organizations to create safe school environments that meet students' social, emotional, and health needs.

13. 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.

14. 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.

15. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.

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

## Title I, 1003(g) Cohort III School Improvement No Cost Extension Review Rubric

| School Name: | | Review Date: | |
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| Reform Model: | | Reviewer: | |

| Application Component | Expectations | Revisions Needed (Yes/No) | Comments and recommendations for technical assistance or coaching and improvement for 2018-19 school year |
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| 1. Goals in reading and math are established over a trajectory beginning in 2013-14 and ending 2018-19.  Progress for each year is documented. | • Reading and math goals are related to state assessments and are completed for each year.<br>• The other school goal is related to academics or climate and completed for at least 2018-19.<br>• End of year progress statements are completed for each goal every year. | | |
| 2. The school has designated an Area of School Improvement (ASI), which will be the focus of school improvement and of DPI monitoring visits in 2018-19. | • If the ASI has changed from the previous year, the school has provided a rationale for the change including discussion dates, who was present to provide input and ongoing plans to continue to get feedback from a variety of staff.<br>• The rationale for selecting the ASI is related to data and/or the needs assessment.<br>• Professional development plans associated with the ASI are included.<br>• The plan describes the expected impact the selected ASI will have on student achievement. | | |
| 3. The plan addresses how the LEA will align resources with school improvement model requirements, modify practices or policies to enable schools to implement the school improvement model fully and | • The plan addresses the LEAs plan to align resources with the school improvement model requirements.<br>• The plan includes tasks describing the LEA's role in providing differentiated support to fully | | |

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| effectively, and sustain practices contributing to student and school success. | and effectively enable school improvement efforts.<br>• The plan describes how the LEA and school will continue to implement school improvement efforts after funding ends. | | |
| 4. Objectives, action steps, and/or tasks entered in an approved online tool, such as Indistar or Tracker, and requiring budget support are identified both in the plan and in the application budget documents, along with the specific amount to be budgeted. | • Budgeted amount associated with activities and tasks listed are specified and correspond with the budget detail section of the application.<br>• Budget items include activities supporting the implementation of the ASI.<br>• The plan describes how the budget will be monitored in the 2018-19 school year. | | |
| 5. There is sufficient detail for the reader to understand the essential improvement strategies planned for the upcoming school year. | • Completion dates in the school improvement plan extend through the 2018-19 school year.<br>• There are specific tasks with completion dates throughout the school year that relate to a year-long school improvement objective or goal.<br>• Considered together, tasks provide reasonable detail for how the school will achieve goals and objectives. | | |
| 6. Leadership responsibility for implementation of the school's plan is well-defined. | • The individual responsible for oversight and implementation of each task is designated.<br>• Responsibility for implementation of action steps and tasks are well-distributed among individuals. | | |
| 7. The plan includes a detailed description of the professional development planned for the 2018-19 school year. | • The professional development plan includes both district and school-based activities.<br>• The professional development plan includes strategies for monitoring implementation of new learning and ensuring fidelity. | | |

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| | • The professional development plan includes a description of how coaching will be used to support implementation. | | |
| 8. The budget detail and summary are aligned (i.e., position and FTE's listed on budget detail are accurately listed on the budget summary). | • Budgeted items listed on budget detail pages should be equal to the amounts listed in the budget summary. | | |