

**SCHOOL IMPROVEMENT GRANT (SIG) APPLICATION**

**Local Education Agency (LEA) APPLICATION COMPETITIVE**

**January 2017-September 2021**

**LEA Name/NCES ID #**

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**Submit completed application in the CCIP by November 18, 2016.**

The SIG 1003(g) is a competitive multi-year grant that provides funds to LEAs to improve student achievement in selected Priority schools through the implementation of a whole-school reform model that is in alignment with the US ED SIG Guidance and Assurances. Only LEAs that demonstrate the commitment and capacity to serve eligible Schools will be considered for funding. LEAs awarded the grant will have the opportunity to select one of the approved SIG models for implementation as determined by each of the participating schools.

A LEA that applies for a School Improvement Grant must serve each of its Priority schools unless the LEA demonstrates that it lacks sufficient capacity to do so. ODE anticipates there will be seven intervention models available to LEAs. Ohio is awaiting approval from the US Department of Education for a State-determined model. Ohio has also applied for a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Priority participating school that does not meet the poverty threshold and is fully implementing one of the intervention models.

The competition is open to eligible Priority schools displayed on the ODE SIG webpage: <http://education.ohio.gov/Topics/School-Improvement/School-Improvement-Grants-Competitive> A Priority School is one that ranks in the lowest 5 percent of Ohio schools in student academic performance. The awarded schools will receive SIG 1003(g) funds to implement one of the seven approved turnaround intervention models. LEAs with Priority schools may request a minimum of \$50,000 and up to \$150,000 for each Priority school that is not currently SIG funded for a planning semester and other pre-implementation activities (January 2017-June 2017).

The planning semester is defined as the time after the award has been made and prior to full implementation. Activities during the planning semester must be completed to ensure full implementation can begin at the start of the new school year. Activities may include but are not limited to conducting rigorous recruitment to hire a new principal and other necessary personnel such as data coach, internal facilitator and family liaison. The semester will also provide time for planning for developing a schedule for extending the school day, week or year and conducting professional development on the selected school improvement intervention model. Other planning activities may

involve working with teachers' union to finalize any areas of the contract which may need negotiated for implementation and external partners.

At the end of the planning period grants funds for the first full year of SIG implementation will be allocated to schools that have demonstrate by the end of their planning semester that they are fully prepared to implement their selected intervention model with fidelity and in its entirety.

### **Process for Review of LEA Applications**

All LEA applications will be read, reviewed and scored by a panel of impartial readers who have been selected for their expertise and experience from the Office of Federal Programs and Office of Innovation and Improvement. Each section/item of the application will be reviewed for completion and fidelity using a scoring rubric. The applications will be divided into two categories those that meet the SIG criteria receiving at least 80% of the available points and those with a score of less than 80% due to sections contain missing information or with deficiencies will not receive grant funding. LEAs should refer to the **attached scoring rubric** as a guide for developing their narratives and to meet the grants requirements.

ODE will evaluate each LEA funding request based upon on Per Pupil Attendance (PPA) formula to assure that the allocated funds in the competition are distributed on an equitable basis to serve the largest number of students. ODE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution of grants relative to size of school or geographic location.

#### Currently non SIG funded school

- LEAs may request a minimum of \$50,000 and up to \$150,000 for each Priority school for planning and other pre-implementation activities (January 2017-June 2017);
- LEAs may request a minimum of \$50,000 and up to \$500,000 for each Priority school for a three year implementation of the selected intervention (July 2017-June 2018); (July 2018-June 2019); (July 2019-June 2020).
- LEAs may request a minimum of \$50,000 and up to \$300,000 for activities related to sustaining reforms (July 2020-June 2021).

#### Current Cohort 3 SIG funded schools

- LEAs may request a minimum of \$50,000 and up to \$500,000 for each Priority school for a three year implementation of the selected intervention (July 2018-June 2019); (July 2019-June 2020).
- LEAs may request a minimum of \$50,000 and up to \$300,000 for activities related to sustaining reforms (July 2020-June 2021).

### **Continuation of Funding:**

The LEA application may be approved for up to four years plus a six month period. It must be reviewed and approved for continued funding each year. Continuation funding for each subsequent year is contingent on progress towards meeting achievement goals, fidelity of model implementation, fiscal management and maintenance of grant requirements. When budgeting for the funding period, ODE would expect to see the budgets decrease each year, excluding the planning semester. Keep this in mind when planning for sustainability after the grant period comes to an end.

LEA applications must align with the research on effective school improvement practices in the following permissible intervention categories:

1. Interventions designed to address the range of student needs
2. Providing strong leadership
3. Ensuring teachers are effective
4. Redesigning the school day, week, year
5. Strengthening the schools instructional program
6. Using data to inform instruction
7. Establishing a safe school environment
8. Establishing a learning community with family and community engagement

### **PART A. Identification of schools to be served and selection of intervention model.**

Complete the information in the table for each school in the LEA included in this application. Schools applying for a SIG grant MUST choose one of the seven approved interventions models. Please refer to the March 2015 SIG Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models located on ODE's School Improvement homepage at <http://education.ohio.gov/Topics/School-Improvement/School-Improvement-Grants-Competitive> Information regarding Ohio's state determined model is also located on the homepage.

1. **Transformation Model** focuses on transforming the school through developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; increasing learning time and creating community-oriented schools; and providing operational flexibility and sustained support.
2. **Turnaround Model** focuses on a complete change of a school through leadership and staff changes and operational flexibility; measuring the effectiveness of staff; implementing comprehensive

instructional reform strategies; adopting a new governance structure; establishing schedules and implementing strategies that provide increased learning time; and providing social-emotional and community-oriented services.

3. **Early Learning Model** focuses on transforming the school through establishing or expanding a high-quality preschool; developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; and providing high-quality, job-embedded professional development for staff.
4. **Whole-School Reform Model** requires implementation of a United States Department of Education approved evidence-based improvement strategy in partnership with an external provider, as well as focusing on change through addressing school leadership; teaching and learning in at least one full academic content area (including professional learning for educators); student non-academic support; and family and community engagement.
5. **Closure Model** requires closing the school and enrolling the students who attend the school in higher achieving schools in the LEA. School closure and the transfer of students in this model occurs in one year or less.
6. **State Determined Ohio Improvement Process (OIP)** The Ohio Department of Education has included the OIP Model as part of our SEA application for approval by the US Department of Education. The model requires implementing a structured process for reviewing district and building data and making informed decisions about instructional practices and supports; creating and sustaining collaborative processes by creating and sustaining a **District Leadership Team (DLT)**, **Building Leadership Teams (BLTs)**, and **Teacher Based Teams (TBTs)**.
7. **Restart** requires the LEA to convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school.

### **Increased Learning Time Expectations**

The definition of “increased learning time” requires additional time for instruction in core academic subjects, additional time for instruction in other subjects and for provision of enrichment activities that contribute to a well-rounded education, and additional time for teachers to collaborate, plan, and engage in professional development. Accordingly, to fully implement either the turnaround or transformation model, an LEA must use a longer school day, week, or year to provide additional time for all three types of activities as part of the LEA’s comprehensive needs-based plan for turning around the entire school. Although all three components must be included with the exception of

schools implementing the Early Learning Model, the Department expects that, in determining precisely how to use increased learning time, an LEA will focus on, and give priority to, providing additional time for instruction in core academic subjects for all students and for teachers to collaborate, plan, and engage in professional development since these components of increased learning time are most likely to contribute to the overall SIG goal of improving the performance of the entire school.

**Rural Flexibility**

An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

**Schools to be served, budget requested, and selection of intervention model.**

Complete the information in the following table for each Priority school in the district included in this application. Identify the requested budget amounts for each building and the intervention model selected by each school.





## GRANT TIME FUNDING PERIODS

<i>Turnaround, Restart, Early Learning, State Determined, Whole School Reform, and Transformation Model Project Period</i>		
	Currently Unfunded	Current Cohort 3
January 1, 2017, to June 30, 2017	Six Month Pre-Implementation and Planning Period	N/A
July 1, 2017, to June 30, 2018	Year One Implementation Period	N/A
July 1, 2018, to June 30, 2019	Year Two Implementation Period	Year One Implementation Period
July 1, 2019 to June 30, 2020	Year Three Implementation Period	Year Two Implementation Period
July 1, 2020 to September 30, 2021	Year Four Sustaining Reforms	Year Three Sustaining Reforms

For schools selecting a *Closure* model, the full project period will be six months or one year. There is no continuation of SIG funding past the six month or year-one implementation period for the *Closure* model. The Closure Model Project Period January 1, 2017 to June 30, 2017 or July 1, 2017 to June 30, 2018.

### Part B. Application Timeline and Submission Requirements

	Currently Unfunded Schools	Current Cohort 3
1. ODE notifies the LEAs about the SIG competition	September 30, 2016	September 30, 2016
2. ODE hosts a SIG 1003(g) application informational webinar presentation	October 5, 2016	October 5, 2016
3. ODE conducts four regional SIG 1003(g) application informational presentations	October 11-28 2016	October 11-28 2016
4. LEAs submit SIG 1003(g) applications	November 18, 2016	November 18, 2016
5. Ohio will notify LEAs about their award status	December 19, 2016	December 19, 2016
5. ODE awards SIG 1003(g) funds.	Anticipated January 3, 2017	Anticipated July 1, 2018
Pre-implementation	January 3, 2017	
Implementation	Implementation will begin at the start of the 2017-2018 school year	Implementation will begin at the start of the 2018-2019 school year

All questions regarding SIG should be directed to:  
Ray Draghi, Education Specialist, Ohio Department of Education,  
614-947-9242 | E-mail: [Ohio\\_SIG@education.ohio.gov](mailto:Ohio_SIG@education.ohio.gov)

**SIG 1003(g) LEA APPLICATION for FY 2015/FY 2016 New Awards Competition**

**Establishing Annual Goals:**

1a. What are the LEA's annual goals for student achievement on the State's assessments in reading/language arts, math, graduation and attendance for each tested grade? (4000)

1b. How will you monitor the building's progress on these annual goals? (4000)

1c. How will you measure progress of the leading indicators as defined within the School Profile Requirements? (2000)

2. What funds are needed for the pre-implementation period and how will these funds be used? Which components of the intervention model will be supported by the use of pre-implementation funds? (2000)

3. Explain the process the LEA will use to recruit, screen, select and evaluate external providers to ensure their quality. (2000)

4. What is the LEA’s current capacity to implement, monitor and evaluate the SIG grant using OIP at the building and district level? (4000)

5. Explain how the LEA will assure the alignment of state and local funds and resources with the selected intervention components. (2000)

6. Explain the steps the LEA will take to implement the selected intervention model using the ODE established Support School Tool monitoring deadlines. (2000)

7. How has the LEA consulted and collaborated with relevant stakeholders to ensure that barriers to implementing all components of the intervention model in year 1 will be sufficiently resolved *in the pre-implementation period* (pre-implementation deadline is June, 30 2017)? (1000)

**Governance and Shared Leadership**

8a. **Needs** – What are the needs of this building with regards to the principal’s instructional leadership abilities and capacity to lead the reform effort? What are the needs of the Building Leadership Team (BLT) with regard to following the 5-step process of OIP? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

8b. **LEA support and monitoring** - What steps will the LEA will take to provide oversight and support for the implementation of the selected intervention model for each school? Describe strategies such as LEA supporting the leadership with Building Leadership Teams and using the 5-step process and/or creating an LEA turnaround office. (4000)

8c. **SIG dollars aligned to strategies** - What SIG dollars will be needed to support these strategies and what will it be spent on? (1000)

**Financial Management**

9a. **Needs** - What are the needs of the BLT and principal in managing the finances of the proposed School Improvement Grant? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

9b. **LEA support and monitoring** - What strategies will the LEA use to support the needs of the principal and BLT with SIG finance management? How will the LEA monitor the school’s progress in managing the SIG finances? (2000)

9c. **SIG budget** - Describe how expenditures in budget are aligned with grant goals and federal requirements How much money will be spent at the building level? How much money will be spent at the district level? (1000)

**Instructional Model**

10.a **Needs** - What are the needs of students and adults in this school that justify the choice of the instructional model? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

10b. **LEA support and monitoring** - What strategies will the LEA use with adults to support the implementation of the instructional model? How will the LEA monitor the school's progress in implementing the instructional model? (2000)

10b(1). **Rural Flexibility** - LEAs that propose to modify one element of the Instructional model must describe how they will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model: (2000) **Only LEAs with Rural Education Assistance Program grants are eligible.** Current list of participating LEAs can be found at: <http://www2.ed.gov/programs/reapsrsa/eligible15/index.html>

10c. **SIG dollars** - What SIG dollars will be needed to support these instructional strategies? How much money will be spent at the building level? How much money will be spent at the district level? (1000)

**Continuous Use of Student Data to Adjust Instruction**

11a. **Needs** - What are the needs of the building staff in generating, interpreting, and using student data to adjust instruction? How does the LEA know what the needs are? Provide data to justify needs statement. (2000)

11b. **LEA support and monitoring** What strategies will the LEA use to support the needs of the staff with regard to using student data? How will the LEA monitor the school’s progress in using student data to adjust instruction? (2000)

11c. **SIG dollars** - What SIG dollars will be needed to support use of data strategies? How much money will be spent at the building level? How much money will be spent at the district level? (1000)

**Professional Development**

12a. **Needs** - What are the needs of the staff in regard to professional development to increase student achievement? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

12b. **LEA support and monitoring** - What strategies will the LEA use to support the needs of the staff with regard to professional development to increase student achievement? How will the LEA monitor the implementation of the strategies? (2000)

12c. **SIG dollars** - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the district level? (1000)

**Supports and services for family, community, and students**

**Students, Families and Communities**

13a. **Needs** - What are the needs of students, families, and the community with regard to social-emotional conditions which support and sustain a positive learning culture? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

13b. **LEA support and monitoring** - What strategies will the LEA use to support the needs of students, families, and the community with regard to a positive learning culture? Describe how the LEA will meaningfully engage families and the community. How will the LEA monitor the implementation of the strategies? (4000)

13c. **SIG dollars** - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the district level? (1000)

**Extended Learning Time**

\*Selection of Early Learning Model does not require extended learning time.

14a. **Needs** - What are the needs of the students with regard to extended learning time in core and enrichment subject areas? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

**14b. LEA support and monitoring** - What strategies will the LEA use to support extended learning time? How will the LEA monitor the implementation of the strategies? (2000)

**14c. SIG dollars** - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the district level? (2000)

### **Recruit, Place, and Retain Teachers**

15a. **Needs** - What is the need of the school with regard to recruiting, placing, and retaining teachers with the ability to increase student achievement? How does the LEA know what the need is? Provide data to justify the need. (2000)

**15b. LEA support and monitoring** - What strategies will the LEA use to support the need of the school with regard to staffing with teachers who can raise student achievement? How will the LEA monitor implementation of the strategies? (2000)

**15c. SIG dollars** - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the district level? (1000)

### **Teacher and Principal Evaluation**

**16a. Needs** - What are the needs of the teachers and principals in implementing evaluations which contain student growth as a significant factor? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

**16b. LEA support and monitoring** - What strategies will the LEA use to fully implement teacher and principal evaluations which contain student growth as a significant factor? How will the LEA monitor the implementation of the evaluations? (2000)

**16c. SIG dollars** - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the district level? (1000)

**Identify staff who are increasing student achievement and those who are not increasing student achievement**

**17a. Needs** - What are the needs of the building with regard to identifying staff who are increasing student achievement and those who are not? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

**17b. LEA support and monitoring** - What strategies will the LEA use to support the needs of the building with regard to staff who are and are not increasing student achievement? How will the LEA monitor the implementation of the strategies? (2000)

**17c. SIG dollars** - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the district level? (1000)

**Sustainability Capacity**

**18.** Describe how the LEA will continue to sustain reforms after the SIG funding period ends. Identify the number of strategies listed in the school improvement plan e.g. (Questions 8b—17b) and indicate how they will be sustained. The LEA plan for sustainability must be embedded with the intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of measuring and supporting capacity. The use of formative evaluations to drive instruction is one mechanism that should be used to drive instruction and support student intervention. (2000)

**18 b.** Identify and list strategies in the school improvement plan that cannot be implemented in the absence of SIG funds (2000)

**19. Evidence-Whole-School Model**

LEAs that apply to implement an evidence-based whole-school reform model in one of the eligible Priority schools, the district must describe how it will:

1. Implement the model with evidence of effectiveness that includes a sample population or setting similar to the population or settings of the school to be served and
2. Partner with a whole school reform model developer as defined in the SIG requirements (2000c)

ODE has reviewed the LEAs proposal for evidence based - whole school model.

**20. Optional School Improvement Grant Model Study**

LEAs that are selected for the competitive grant that agree to share improvement data and evidence based research that is closing achievement gaps may be eligible for an additional \$50,000 per year for selected LEAs. The objective is to identify researched based practices that work and assist ODE in with

research in preparation for the implementation of ESSA. Contingent on availability of SIG funds, 10 LEAs that agree to participate from a representative sample of LEAs across the state will be selected for school improvement study.

You must agree to 1. Complete the school improvement study.

2. Participate in a symposium to share research practices.

3. Collect formative assessment and climate data.

Check the box to assure LEA agreement to participate if selected the LEA will be notified and given the additional award.

Additional funding maybe available to carry-out specific research based grant incentives which are linked to the buildings intervention model. By checking the boxes below the Local Educational Agency certifies that the listed positions will be staffed and/or activities will be implemented. Each year of the grant award the LEA will reapply for the incentives in the CCIP application subject to continuation of the grant based upon support school monitoring.

Enter the number of FTEs

School Improvement Internal Facilitator (\$75,000. Per 1 FTE)

Enter the number of FTEs

Family Liaison (\$75,000. Per 1 FTE)

Enter the number of FTEs

LEA District School Turn Around Specialist (\$75,000.) apportioned by the number of SIG Buildings. (One per LEA not to exceed 15% of total SIG allocation)

Enter the number of FTEs

Professional Development and planning for implementation of a schoolwide Federal funding pool (\$30,000.) apportioned by the number of SIG buildings. Districts that operate Title I schoolwide (SW) programs (which allow for comprehensive reform strategies to improve the academic achievement of all students in the school) may consolidate and use federal, state and local funds to upgrade the entire educational program of a school. (Limited to \$30,000 per LEA)

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Employ a family liaison at the school to

- a) Create and implement a plan to provide ongoing mechanisms for family and community engagement that include a focus engaging families that are representative of the school's

diverse student population and that support families in addressing institutionalized inequity and in actively engaging in the academic and social-emotional development of students

- b) Assess the effectiveness of the services provided by community partners, strengthen partnerships with organizations providing effective services, and modify or terminate partnerships with ineffective partners.

#### **Part D. LEA Assurances**

**The LEA, in applying for the School Improvement Grant funds, assures that it will:** The LEA, in applying for the School Improvement Grant funds, assures that it will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority schools that LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the U.S. Department of Education SIG final requirements:  
<https://www.federalregister.gov/articles/2015/02/09/2015-02570/final-requirements>  
- in order to monitor each Priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds;
- (3) Report the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation;
- (4) Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Building Budget Templet needs completed for each building in CCIP: below

This **Building budget template** is for the period January 3, 2017-July 1, 2017 and should include the pre-implementation budget. LEAs should refer to school funding amount guidelines on the second page of this application.

<b>Building Name:</b>				<b>District Name:</b>			
<b>Object Code</b>							
		<b>Retirement Fringe Benefits</b>	<b>Purchased Services</b>	<b>Supplies</b>	<b>Capital Outlay</b>	<b>Other</b>	<b>Total</b>
<b>Purpose Code</b>	<b>Salaries</b>						
	100	200	400	500	600	800	
<b>Instruction</b>							
<b>Support Services</b>							
<b>Prof Development</b>							
<b>Family/Community</b>							
<b>Facilities</b>							
<b>Transportation</b>							
<b>Indirect Cost</b>							
<b>Governance/Admin</b>							
<b>Safety</b>							
<b>Jan. 2016 Pre-implementation Grand Total:</b>							