



TITLE I SCHOOL IMPROVEMENT GRANT (SIG)  
WEBINAR TRAINING  
AGENDA  
October 4, 2016

- Welcome/Introductions
- Purpose of Training
- SIG Overview
- Identification Process for Schools in Tiers I, II, and III
- North Dakota Schools Identified in Tiers I, II, and III
- SIG Timeline
- Overview of the SIG Reform Models
  - ✓ Seven SIG Reform Models
  - ✓ State-Determined Model – North Dakota School Success Model
  - ✓ Required Professional Services with School Improvement Network
    - Overview of School Improvement Initiative
    - School Turnaround Initiative - Website
- Documents for LEAs to Review
  - ✓ LEA SIG Application
  - ✓ Scoring Rubric
  - ✓ SIG Reporting Requirements
- SIG – What You Need to Know
- SIG Funding
- Follow Up Action Required
  - ✓ Letter of Intent
  - ✓ SIG Webinar for Application, Rubrics, and Funding – Coming soon
- Questions

If you have questions or need additional guidance, please contact:

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Department of Public Instruction  
(701) 328-2287

[stwocrow@nd.gov](mailto:stwocrow@nd.gov)

## TITLE I SCHOOL IMPROVEMENT GRANT OVERVIEW

The North Dakota Department of Public Instruction (NDDPI) submitted the North Dakota School Improvement Grant (SIG) 1003(g) New Awards application for fiscal years 2015 and 2016 to the U.S. Department of Education (USDE) on May 27, 2016. The application was approved by the USDE on July 14, 2016; therefore, NDDPI will use the 1003(g) SIG to distribute funding for the 2016-2017 school year to SIG approved Tier I schools through an LEA competitive application process.

One of the provisions of this grant is for states to identify schools as “persistently lowest-achieving schools” or a high school that has a graduation rate less than 60 percent over a number of years. North Dakota’s definition of persistently lowest-achieving schools is identified by schools in categories of Tier I and Tier II because it has not made adequate yearly progress for at least two consecutive years and ranks in the State’s lowest quintile of performance based on proficiency rates on the State’s assessment. North Dakota is focusing on schools in Tier I that are eligible to receive SIG funds. If funds are available after the SIG application competition for Tier I schools has closed, the NDDPI will notify eligible Tier II schools and provide training on the LEA SIG application process.

Schools that apply for the SIG 1003(g) funds are required to implement one of the seven SIG reform models in their schools and submit a SIG application. The NDDPI encourages qualifying schools to adopt the state-determined model, *using proven components*, outlined in the *North Dakota School Success Model*. Schools applying for the state-determined model must include specific details in the SIG application which clearly outlines each of the following components below:

- Ensure Effective Teachers and Empowered Leaders,
- Ensure Comprehensive Instructional Reform,
- Expand Learning Opportunities,
- Demonstrate Meaningful Family and Community Engagement, and
- Provide Operational Flexibility and Sustained Support.

North Dakota submitted a state-determined model and received approval from the USDE. To be approved, a state-determined model must meet the definition of whole-school reform model. A whole-school reform model is a model that is designed to:

- (a) Improve student academic achievement or attainment;
- (b) Be implemented for all students in a school; and
- (c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
  1. School leadership,
  2. Teaching and learning in at least one full academic content area (including professional learning for educators),
  3. Student non-academic support, and
  4. Family and community engagement.

Any eligible school that is approved for SIG will be required to receive support and interventions of school improvement through intensive leadership and educator support, coaching services, personalized professional development, evidence-based instructional strategies, data reviews, and ongoing technical assistance. The NDDPI has established a partnership with the School Improvement Network (SINet). An opportunity to contract with SINet will be presented to approved schools as outlined in the North Dakota Executive Overview of School Improvement. Also, as a collaborative effort of this partnership, SINet has created an online landing page for the [NDDPI’s School Improvement Initiative](#).

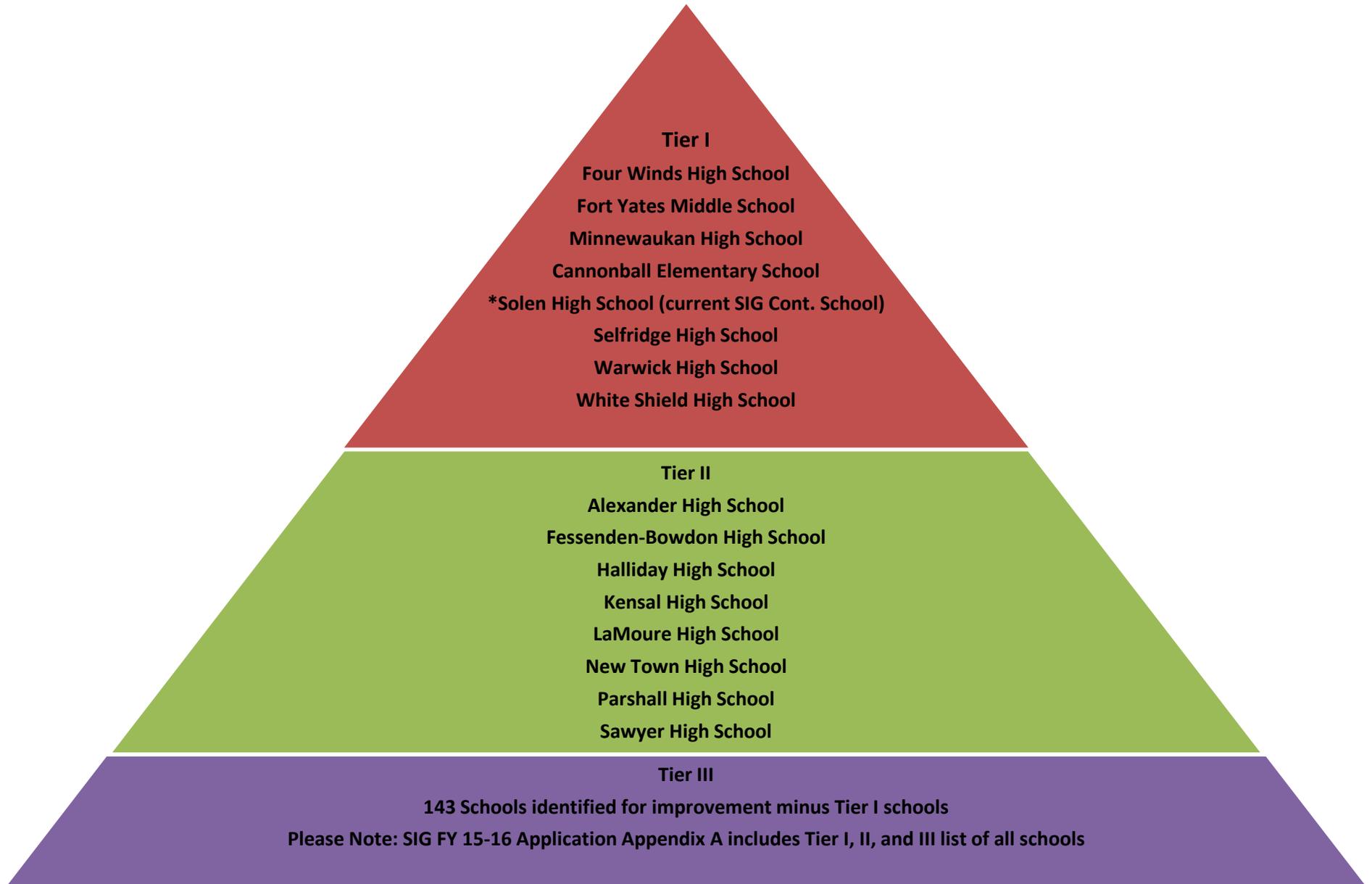
Schools in Tier I that apply for these school improvement funds are required to implement one of the seven reform models. If funds remain, schools in Tier II who apply for these school improvement funds will also be required to implement one of the seven SIG reform models. More information on the [SIG models and application information](#) can be accessed at the department’s website.



### Identification Process for Schools in Tiers I, II, and III

Tier I	Tier II	Tier III
<p>Lowest-achieving five percent of Title I schools (or lowest-achieving five) identified for improvement, corrective action, or restructuring, obtained by:</p> <ul style="list-style-type: none"> <li>• Start with the list of schools currently identified for improvement.</li> <li>• Rank these Title I program improvement schools from the highest to lowest, based on the composite academic achievement of “all students” grouped in reading and math from the last three years.</li> <li>• Count up from the bottom of the list to obtain five percent (or five, whichever is greater) to get the Tier I schools.</li> </ul> <p>Plus</p> <p>Any Title I high schools that have had a graduation rate less than 60 percent over the last three years (to the extent that these schools are not already included).</p>	<p>Lowest-achieving five percent of secondary schools (or lowest-achieving five) that are eligible for, but do not receive, Title I funds, obtained by:</p> <ul style="list-style-type: none"> <li>• Start with the list of non-Title I schools.</li> <li>• Create a subset of non-Title I <u>high schools</u> eligible for, but not receiving, Title I funds.</li> <li>• Rank the secondary schools from highest to lowest, based on the composite academic achievement of “all students” grouped in reading and math from the last three years.</li> <li>• Count up from the bottom of the list to obtain five percent (or five, whichever is greater) to get the Tier II schools.</li> </ul> <p>Plus</p> <p>Any non-Title I (but Title I eligible) high schools that have had a graduation rate less than 60 percent over the last three years (to the extent that these schools are already included).</p>	<p>Any Title I school that has been identified for Title I improvement, corrective action, or restructuring that is not a Tier I school.</p> <ul style="list-style-type: none"> <li>• An LEA that has a school in Tier I and does not apply for SIG funding for that school may not serve any schools in Tier III with SIG funds.</li> </ul>

2016-2017 School Year  
Tier I, II, and III Schools – USDE School Improvement Grant (SIG)





## SIG Timeline

<b>Process</b>	<b>Date</b>
NDDPI submitted 2015/2016 SIG application to USDE	May 27, 2016
NDDPI received approval of 2015/2016 SIG Application	July 14, 2016
NDDPI conducts training for Tier I schools on 2015/2016 LEA SIG application	October 4, 2016
NDDPI provides technical assistance for completing applications and ensuring capacity as needed	November 2016
Tier I LEA SIG applications due to NDDPI	December 2, 2016
NDDPI reviews Tier I applications	December 2016
NDDPI awards Tier I grants	January 2017
Tier I schools begin pre-implementation year	January - June 2017
Tier I schools implement approved applications	January 2017
Tier I Schools receiving SIG funds execute contracts with School Improvement Network through partnership with NDDPI as SIG required intervention	January - June 2017



## SIG Reform Models

### **Turnaround Model:**

Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional program.

### **Restart Model:**

Close the school and restart it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

### **Close/Consolidate Model:**

Close the school and enroll the students who attended the school in other, higher-performing schools in the LEA.

### **Transformation Model:**

- Replace the principal
- Develop teacher and leader effectiveness
- Comprehensive instructional programs using student achievement data
- Extend learning time and create community-oriented schools
- Provide operating flexibility and intensive support

### **State-Determined Model:**

The North Dakota Department of Public Instruction (NDDPI) encourages qualifying schools to adopt the state determined model, *using proven components*, outlined in the *North Dakota School Success Model*. Schools applying for the state-determined model must include specific details in the SIG application which clearly outlines each of the following components below:

- Ensure Effective Teachers and Empowered Leaders,
- Ensure Comprehensive Instructional Reform,
- Expand Learning Opportunities,
- Demonstrate Meaningful Family and Community Engagement, and
- Provide Operational Flexibility and Sustained Support.

### **Evidence-Based, Whole-School Reform Model:**

An evidence-based, whole-school reform model is a model that is designed to:

- Improve student academic achievement or attainment;
- Be implemented for all students in a school; and
- Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
  - ✓ 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.

### **Early Learning Model:**

An LEA that selects this model must:

- Offer full-day kindergarten,
- Establish or expand a high-quality preschool program,
- Provide educators, including preschool teachers, with joint planning time, and
- Implement additional requirements that are the same as the transformation model (except no requirement for increased learning time).

### **For More Information on the SIG Models:**

Notice of Final Requirements and FY 2015/2016 SIG Application: <http://www2.ed.gov/programs/sif/index.html>

Updated Frequently Asked Questions/SIG Guidance: <http://www2.ed.gov/programs/sif/legislation.html>

The Center on School Turnaround: <http://centeronschoolturnaround.org/>

NDDPI SIG Information: <https://www.nd.gov/dpi/SchoolStaff/FTP/Title/SIG1003g/SIGtraining/>

## **North Dakota School Success Model**

### **School Improvement Grant (SIG) State Determined Model Overview:**

The North Dakota Department of Public Instruction (NDDPI) encourages qualifying schools to adopt the state determined model, *using proven components*, outlined in the *North Dakota School Success Model*. The *North Dakota School Success Model* could be fulfilled by one partner organization (a proven whole-school reform program) or by integrating a couple of evidence-based approaches. A qualifying school may integrate an evidence-based reading program, an evidence-based math program, and an evidence-based tutoring approach for struggling readers as this allows for schools to have more flexibility and choice. Coordinating a few programs may also be an option as outlined in the school's school improvement plan. The NDDPI has established a partnership with the School Improvement Network (SINet) and any eligible school that chooses the state determined model will be included in this intervention of intensive support, coaching, professional development, evidence-based instructional strategies, data reviews, and ongoing technical assistance. An opportunity to contract with SINet will be offered to eligible schools. Schools applying for the state determined *North Dakota School Success Model* must include the elements in each area: Ensure Effective Teachers and Empowered Leaders, Ensure Comprehensive Instructional Reform, Expand Learning Opportunities, Demonstrate Meaningful Family and Community Engagement, and Provide Operational Flexibility and Sustained Support as outlined in the following information.

### **Ensure Effective Teachers and Empowered Leaders**

#### **LEAs applying to implement the School Success Model must:**

- Replace or retain the principal who led the school prior to the reform model and provide justification for keeping the current leader if he/she has been leading the school for less than two years.
- Ensure leadership has experience and background knowledge in a successful turnaround.
- Attend or will attend State Leadership Academy.
- Provide relevant, ongoing, job-embedded professional learning (e.g., PLCs, REA, coaching, contract services, etc.).
- Implement strategies designed to recruit, place, and retain high-quality staff interested in supporting the school reform.
- Recruit, select, and retain high-quality staff with a background in supporting students in continuing through high school (e.g., college readiness counselor, career coach, and transition programs).

### **Ensure Comprehensive Instructional Reform**

#### **LEAs applying to implement the School Success Model must:**

- Implement a comprehensive, evidence-based instructional program that is vertically aligned from one grade level to the next, as well as aligned with the North Dakota State Standards.
- Create structures and interventions to address deficits that support students in transition from PreK to elementary, elementary to middle school, and middle school to high school, as applicable (e.g. STEM, early childhood/preschool, electronic courses for middle schools, and arts integration initiative).
- Ensure a process is in place that thoroughly assesses student's needs and provide associated interventions based on those needs.
- Create data systems to identify students who are on and off track to graduate and use data to monitor the effectiveness of the instructional program and provide timely and rigorous interventions (e.g. RTI/Data teams, data coordinator, data walls, data retreats, and SINet appraisals).



## **Expand Learning Opportunities**

### **LEAs applying to implement the School Success Model must:**

- Create structures to support students in dual-enrollment through concurrent enrollment, Advanced Placement, college in the schools, and remedial course work (e.g., College and Career Readiness Initiatives and Leveraging the Senior Year).
- Create a transition program for students entering ninth grade to include an advisory component, study skills, and intensive development of opportunities to help students catch up academically.
- Provide expanded time for teachers to engage in collaboration and professional development. Build time and incentives for collaboration between elementary, middle, and high school teachers and post-secondary institutions.

## **Demonstrate Meaningful Family and Community Engagement**

### **LEAs applying to implement the School Success Model must:**

- Develop a partnership with a parent resource center, external provider, or parent organization to support family and community engagement.
- Offer opportunities for training parents on evidence based strategies.
- Maintain ongoing, clear, two-way communication with students and families.
- Address non-academic or other factors to improve student achievement such as the following, but not limited to:
  - Establishing a positive and safe school culture with a focus on high expectations and college and career readiness for all students.
  - Developing a specific, rigorous attendance plan to increase average daily attendance and decrease chronic absenteeism.
  - Creating discipline policies that encourage alternatives to suspensions.

## **Provide Operational Flexibility and Sustained Support**

### **LEAs applying to implement the School Success Model must:**

- Give the school sufficient operating flexibility (including staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes.
- Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and/or a contracted external provider (distinguished educational partner).



Allowable Use of Funds	Initiatives/Ideas
Effective Teachers and Empowered Leaders	<ul style="list-style-type: none"> <li>• Leadership Academy</li> <li>• Instructional Coaches</li> <li>• School Improvement Coaching</li> <li>• Mentor Program</li> <li>• Contract with External Provider</li> <li>• PLCs</li> <li>• SINet School Improvement Initiative</li> </ul>
Comprehensive Instructional Reform	<ul style="list-style-type: none"> <li>• Evidence-based reading program</li> <li>• Evidence-based math program</li> <li>• Evidence-based tutoring program for struggling readers</li> <li>• Evidence-based social-emotional learning/behavior management approach</li> <li>• Direct student services</li> <li>• SINet School Improvement Initiative</li> <li>• PLC's and On-site Coaching</li> <li>• Turnaround Arts Program</li> </ul>
Expand Learning Opportunities	<ul style="list-style-type: none"> <li>• Competency-Based Education</li> <li>• Credit Recovery</li> <li>• Advanced Coursework</li> <li>• Turnaround Arts Program</li> <li>• Standards Alignment</li> <li>• STEAM Implementation</li> <li>• NDNAEU Implementation</li> <li>• Alternative Middle School</li> <li>• Electronic courses for middle schools</li> <li>• Career Readiness Counseling</li> <li>• Preschool/Early childhood program</li> <li>• Mentor Program</li> <li>• SINet School Improvement Initiative</li> </ul>
Meaningful Family and Community Engagement	<ul style="list-style-type: none"> <li>• Family Engagement Training</li> <li>• Education Partnerships</li> <li>• National Network of Partnership Schools (NNPS)</li> <li>• Parent Resource Center</li> <li>• Harvard Research Project</li> </ul>
Operating Flexibility and Sustained Support	<ul style="list-style-type: none"> <li>• Contract with high-quality reputable external provider</li> <li>• School Improvement Coaching</li> <li>• SINet School Improvement Initiative</li> <li>• Implement Whole School Reform Model "What Works Clearing House"</li> </ul>

# School Improvement Initiative



Serving over 20,000 schools, School Improvement Network has extensive experience, proven success, and demonstrated expertise in partnering with schools nationally. Our core purpose is helping 100% of educators become more effective, so that 100% of students are ready for college, career, and life. More specifically, we offer a School Improvement Solution, a proven blended school model designed to support struggling schools. Our School Improvement Solution combines the effectiveness and richness of on-demand digital tools with the transformational power of professional learning communities (PLCs) and on-site administrative and instructional coaching.

**History.** School Improvement Network launched a School Improvement Solution in 2008. The model builds from a large aggregate of evidenced-based research about what works best in education.<sup>1</sup> More specifically, the School Improvement Solution is a proven school improvement model that has driven dramatic results as measured by improved student learning, changing instructional practice, and the development of a collaborative culture of continuous improvement.

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**One hundred percent (100%) of the 60+ schools implementing the School Improvement Solution across the country have seen significant positive results in student outcomes, teacher practice, and school culture.**

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**Capacity-building approach.** With a capacity building approach, our School Improvement Solution activates a Theory of Change focused on Effective School Leadership, Effective Teachers, Personalized Learning, and a School Culture that Promotes Excellence. To address each of these areas, a highly qualified and certified coach guides the school, including leaders and teachers, through progressive stages addressing school diagnostics, school improvement planning, support, and progress monitoring over the course of three years. Within this solution, schools can choose one of two pathways to improvement success:

1. Educator Effectiveness Model as practiced in traditional classrooms; or
2. Transformation to Personalized Learning supporting a one-to-one environment.

**Effective school leadership.** More specifically, our School Improvement Solution helps develop specific knowledge and skills in school leaders and educators that are needed to change practice in persistently struggling schools. Expert school leadership consultants spend time actively building capacity of school leaders, helping them to promote accountability and become effective instructional leaders; guiding them to identify goals and methods that are most effective for their school's particular circumstances and culture; and assisting them in crafting a concrete, manageable, and immediate roadmap to achieve their goals.

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<sup>1</sup> See, for example, the following meta study: Hattie, John. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. NY: Routledge.

**Effective teachers.** Instructional consultants provide targeted coaching that revitalizes frustrated teachers, empowering them with a well-equipped instructional ‘toolbox’ of highly effective strategies that they can dip into, again-and-again. For example, one such strategy is training teachers how to use a large variety of ‘Triggers’ that include Marzano’s<sup>2</sup> High-Yield strategies, such as non-linguistic representations, analogies, and classifying, to help students create connections to what they are learning. This hands-on modeling and coaching intentionally builds a collaborative culture, with focused PLCs that energize peer-to-peer support and perpetuate a healthy, robust learning environment that thrives and expands long after our consultants have left the building.

**Personalized learning.** Job-embedded, on-demand professional learning tools provide just-in-time and personalized learning supports targeted to each teacher’s needs and school-wide goals. These tools include the Edivate professional learning platform, which intelligently adapts professional learning content and recommendations based on the educator’s user profile and previous activity in the system. This ensures that each educator sees recommended professional learning videos specifically targeting their needs and interests. Administrators and instructional coaches can also prescribe professional learning materials based on the educator’s observed needs, further personalizing professional learning throughout the school. With the support of on-demand modeling, plus extended on-site expert coaching, teachers learn to use a short feedback loop of formative assessment. This data-driven approach supports more differentiated and personalized instruction that enables students—many of whom have always struggled—to experience success for the first time.

**School culture that promotes excellence.** Motivated teachers begin to speak the same language, are supported by peers, work collaboratively toward the same results, and teach in an atmosphere where they both trust administrators’ intent and have a stake in school-wide goals. Students are energized by new teaching methods that help them make personal connections to the material, understand how it relates to real world learning, and retain that knowledge beyond a test.

**Implementation excellence.** As these very fundamental changes occur, student achievement improves, teacher morale and ownership increases, and stakeholder trust builds to provide a stronger foundation for cooperative supports. School Improvement Network solutions and blended models are validated in extensive large-scale, scientific studies.<sup>3</sup> We join Learning Forward in “recognizing the imperative of implementation,”<sup>4</sup> offering districts not just a product, but a School Improvement Solution focused on implementation excellence and a capacity building approach. This product depth and quality, coupled with extensive research validation, offers a sure path to implementation excellence, improved teacher effectiveness, increased student performance, and School Improvement success.

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<sup>2</sup> Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va: Association for Supervision and Curriculum Development.

<sup>3</sup> Shaha, S., Glassett, K., & Copas, A. (2015). Benefits from Coordinated, Aligned Seminar and Online, On-demand Professional Development Program: Maximizing Educator Development and Impact. (*In review*).

<sup>4</sup> Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward.

### Change Framework

- 1 Effective School Leadership
- 2 Effective Teachers
- 3 Personalized Learning
- 4 School Culture that Promotes Excellence

### Change Strategies

### Areas of Action

- 1 Diagnostic Appraisal
- 2 School Improvement Planning
- 3 Leadership Team Development
- 4 On-demand Job-embedded PD
- 5 Expert Coaching & Modeling
- 6 Personalization of Instruction
- 7 Mutual Expectations and Trust

- Comprehensive needs assessment
- School Learning Audit
- Classroom observations and interviews
  
- Resource alignment with School Improvement Plan
- PD Plan supporting Strategic Plan
- Implementation Science & external supports
  
- Leadership Team Boot Camp
- Leadership coaching and modeling
- Autonomy and accountability
  
- Personalized learning for teachers
- Reflective practice and daily collaboration
- Individualized teacher learning plans & goals
  
- High-yield instructional strategies
- Professional & collaborative teaching culture
- PLCs and peer mentoring
  
- Short feedback loop of formative assessment
- Visible learning, triggers, & higher order thinking
- Adapted instruction (which can be computer-based)
  
- Professional norms that enable collaboration
- Shared responsibility for achievement
- Common language for learning
- Communication with stakeholders



**TITLE I APPLICATION FOR ADDITIONAL PROGRAM IMPROVEMENT FUNDING – SIG**  
 ND DEPARTMENT OF PUBLIC INSTRUCTION  
 STUDENT SUPPORT & INNOVATION DIVISION  
 SFN 52823 (09-2016)

RETURN TO: Department of Public Instruction, Office of Federal Title Programs, 600 East Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440

**Part A – General Information**

Application Funding:  1003 (g) (SIG)

Name of Applicant			
Mailing Address	City	State	ZIP Code
Name of District Authorized Representative	Telephone Number	Fax Number	
Authorized Representative Email Address			
Name of Building Principal	Telephone Number	Fax Number	
Building Principal Email Address			

**Part B – Certification and Assurances**

The applicant hereby assures the Superintendent of Public Instruction that:

1. Parents of participating children, school staff, the school district, and the state have jointly agreed to the selection of providers of technical assistance and the best use of funds for the effective implementation of the program improvement plan. (State Required)
2. If this application is approved, program improvement funds will be expended in compliance with the applicable federal laws and regulations and the NDDPI “General Requirements for Federal Programs” manual dated February 1998. (State Required)
3. The LEA will use its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school the LEA commits to serve consistent with the SIG final requirements. (Federally Required)
4. The LEA will 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 SIG final requirements in order to monitor each Tier I and Tier II school it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its schools that receive school improvement funds. (Federally Required)
5. Ensure each Tier I and Tier II school it 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. (Federally Required)
6. The LEA will report to the SEA the school-level data required under section III of the SIG final requirements, including baseline data for the year prior to SIG implementation. (Federally Required)

*The signature of the Authorized Representative below indicates the awareness and agreement with the Certification and Assurances listed in this application.*

Signature of District Authorized Representative	Date
Signature of Building Principal	Date

**Part C – State Approval (For Department Use Only)**

Funding Period	Signature of Authorized SEA Official	Date Approved
Year One Amount Approved	Total Amount Approved	

**Continuation of SIG funds is subject to 1) availability of funds, and 2) submission, review, rubric score of annual reports, and achievement data.**

**Part D – Schools to be Served**

The district must include the following information with respect to the schools it will serve. The district must identify each Tier I, Tier II, and Tier III school the district commits to serve and identify the model that the district will use in each Tier I and Tier II school. A district that has a Tier I or Tier II school and does not apply for SIG funds to serve Tier I and Tier II schools may not apply for SIG funds to serve any Tier III schools.

School Name	NCES ID #	Targeted Assistance	Schoolwide	Tiers			Intervention Models <i>(Tiers I and II schools only)</i>							
				Tier I	Tier II	N/A Tier III	Turn-around	Restart	Closure	*Transformation	State-determined	Evidence-based	Early Learning	
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Any LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. If applying to serve multiple schools within the district, each school must submit its own SIG application.

**Part E – Descriptive Information**

- Describe the needs assessment process that demonstrates the district has analyzed the needs of each the school such as instructional programs, school leadership, school infrastructure, and the selected interventions at each school. The district must demonstrate it has taken into consideration family and community input in selecting the intervention model.

2. Describe the actions the district has taken, or will take, to design and implement a plan consistent with the final requirements of the selected intervention.

**Part E – Descriptive Information (continued)**

3. Describe the actions the district/school has taken to determine capacity to use these funds to provide adequate resources and related support to each of the schools identified in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first year of full implementation. Refer to criteria listed in Table A for the areas that need to be addressed.

**Table A: Review Criteria for Capacity**

**Capacity Factors**

High quality staff is available with the capability to implement the selected intervention model successfully.

The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.

A commitment by stakeholder groups to support the selected intervention model has been addressed.

- The teacher's union
- Staff
- Parents

Commitment of the school board to eliminate barriers and to facilitate full and effective implementation of the models.

A detailed and realistic timeline has been addressed for getting the basic elements of the selected intervention model in place on the first day of the first year of full implementation.

A strategic planning process to successfully support the selection and implementation of the intervention model.

The historical success of recruiting new principals with the credentials and capability to implement the model has been described.

The ability of the LEA to successfully align federal, state, and local funding sources with grant activities and to ensure sustainability of the reform measures.

4. Explain the process used to recruit, screen, and select external providers to ensure quality and the process for regular review and accountability of external providers, if applicable.

5. Illustrate the alignment between the interventions outlined and other resources in the school and district with the selected intervention model.

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**Part E – Descriptive Information (continued)**

<p>6. How has the school/district modified its practices and/or policies to implement the interventions fully and effectively? Responses must also have a description outlining how staff was included in and played an integral part of developing any revised policies and practices.</p>
<p>7. Describe how the district will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.</p>
<p>8. Describe how the district will meaningfully, and on an ongoing basis, engage families and the community in the implementation of the selected intervention.</p>
<p>9. How does the district/school plan to sustain the interventions after the funding period ends?</p>

**Part E – Descriptive Information (continued)**

10. Describe how the district/school will implement, to the extent practicable, one or more evidence-based strategies in accordance with its selected SIG intervention model.

11. Outline the process the school will use to monitor student achievement. The process must establish annual goals for student achievement specific to the North Dakota State Assessment in both reading/language arts and mathematics, as well as measure progress on the leading indicators defined in the SIG final requirements.

12. For a district that intends to use the first year of its School Improvement Grant award for planning and other pre-implementation activities for an eligible school, describe the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention. The activities outlined here must correlate and align with the pre-implementation timeline (Part E) and budget (Part F).

13. For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

**Part E – Descriptive Information (continued)**

14. For a district that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the district must describe how it will:

- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- b. Partner with a whole school reform model developer, as defined in the SIG requirements.

15. Describe the process the district has established in order to hold the schools accountable to receive these funds.

16. Describe the design and implementation plans for the interventions identified at the school. Please note, if in Tiers I or Tier II, the interventions must meet SIG final requirements and must clearly identify the SIG intervention model selected. Identify the services that the school will receive or the activities that the school will implement.



**Part G-1 – Budget**

**School Year: 2016-2017**

*The school must provide a budget that indicates the amount of funds it will need to implement the interventions in this application.*

**Part G-1 – Budget – Pre-implementation or Full Implementation**

Pre-implementation enables the school to prepare for full implementation of a SIG model during the 2016-2017 school year. The pre-implementation activities not deemed necessary for the full implementation may not be paid for with Title I School Improvement Grant funds.

**School Name**

Object Code Number	Object Code Description	Requested Budget	For Department Use Only
			Final Approved Budget
110	Professional Salaries		
120	Non-professional Salaries		
200	Benefits		
300	Purchased Professional & Technical Services		
430	Maintenance		
500	Other Purchased Services/Travel		
<b>600</b>	<b>Materials/Supplies</b>		
<b>730</b>	<b>Equipment</b>		
800	Dues/Memberships/Registration Fees		
900	Indirect Costs		
Total	<i>Total must match total on Part F-2</i>		

**600** – These funds are specifically for high quality interventions and activities supported through a thorough needs assessment. Supplies/materials will only be considered if they are necessary to implement the application plan.

**730** – Equipment cannot be purchased with these funds unless supported through a needs assessment.



**NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION**  
**Rating and Scoring Rubric**  
**Title I Additional Program Improvement Funding**

Applicant's Name	<input type="checkbox"/> Tier I <input type="checkbox"/> Tier II <input type="checkbox"/> Tier III – N/A	Reviewer
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**Summary Page**

<b>Part A – General Information</b>	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
<b>Part B – Certification and Assurances</b>	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
<b>Part C – State Approval (For Department Use Only)</b>	Not Applicable
<b>Part D – Schools to be Served</b>	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
<b>Part E – Descriptive Information</b>	Points Awarded
<b>Part F – Timeline</b>	Points Awarded
<b>Part G – Budget</b>	Points Awarded
<b>Total Points</b>	<b>Total Points Awarded:</b>

*Sections of the scoring rubric indicate scoring “0” when the section does not apply to a particular Tier. This score will not count against a district when reviewing for funding.*

	Tier I	Tier II	Tier III
<b>Maximum Points Possible</b>	144	144	N/A
<b>Minimum Points Needed to be Considered for Award</b>	72	72	N/A

**Any application that receives a score of “0” points in any category is ineligible to receive funding.**

## Point Summary

Part E – Descriptive Information	Points Awarded (indicate below)
1. Needs Assessment	
2. Design and Implementation of Plan	
3. Capacity	
4. External Providers	
5. Alignment Between Interventions and Resources	
6. Modification of Practices and/or Policies	
7. Oversight and Support for Implementation	
8. Family and Community Engagement	
9. Sustainment of Interventions	
10. Evidence-based Strategies	
11. Process Used to Monitor Student Achievement	
12. Pre-implementation Activities	
13. Rural Education Assistance Program	
14. Whole-school Reform Model	
15. Accountability Processes	
16. Intervention Design and Implementation Plans	
Part F – Timeline	
Part G – Budget	Points Awarded (indicate below)
1. Budget	
2. Budget Narrative	
Total Points	<b>Total Points Awarded:</b>

## Part E – Descriptive Information

1. Describe the needs assessment process that demonstrates the district has analyzed the needs of each the school such as instructional programs, school leadership, school infrastructure, and the selected interventions at each school. The district must demonstrate that it has taken into consideration family and community input in selecting the intervention model.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The application provided a detailed overview of the needs of the school, students, and community it will serve. The description of the school attendance area was detailed, providing sufficient information for setting up the needs assessment. The description also included charts and/or graphs displaying the results of the data analysis.</p> <p>There is significant evidence to demonstrate an assessment of needs at the school, taking into consideration family and community input in selecting the intervention model.</p> <p>The application included information from all four measures of data—student achievement, school programs/process, student/ teacher/parent perceptions, and demographic.</p> <p>The needs assessment creates a solid foundation for this grant.</p>	<p>The application provided a brief description of the school attendance area including the school neighborhood and economic factors affecting the school.</p> <p>The description included moderate evidence to demonstrate an assessment of needs at the school, taking into consideration family and community input in selecting the intervention model.</p> <p>The school may or may not have included information from all four measures of data. The school included an analysis of data on students attending the school and some of this data was disaggregated and cross analyzed to determine students' needs.</p> <p>After reviewing the grant some needs are highlighted, but the overall needs of the school remain unclear.</p>	<p>The application did not provide a detailed description of its school, its students, and/or its community.</p> <p>The needs assessment did not disaggregate data.</p> <p>There is limited evidence to demonstrate an assessment of needs at the school and consideration of family and community input in selecting the intervention model.</p>

Points Possible: 8

Points Awarded:

Comments:

2. Describe the actions the district has taken, or will take, to design and implement a plan consistent with the final requirements of the selected intervention.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a detailed evaluation of capacity and implementation, including:</p> <ul style="list-style-type: none"> <li>• High quality staff</li> <li>• LEA ability</li> <li>• Stakeholder commitment</li> <li>• School board commitment</li> <li>• Timeline</li> <li>• Strategic planning of intervention model</li> <li>• Recruitment of school leaders</li> <li>• Alignment of resources</li> </ul> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included.</p>	<p>Some, but not all of the required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a basic evaluation of capacity, including:</p> <ul style="list-style-type: none"> <li>• High quality staff</li> <li>• LEA ability</li> <li>• Stakeholder commitment</li> <li>• School board commitment</li> <li>• Timeline</li> <li>• Strategic planning of intervention model</li> <li>• Recruitment of school leaders</li> <li>• Alignment of resources</li> </ul> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included and is moderately addressed.</p>	<p>The required activities of the school intervention models did not align to SIG final requirements.</p> <p>Application did not include evaluation of capacity outlined in Table A.</p> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant was not included.</p>

Points Possible: 8

Points Awarded:

Comments:

## Part E – Descriptive Information (continued)

3. Describe the district's/school's capacity to use these funds to provide adequate resources and related support to each of the schools identified in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a detailed evaluation of capacity and implementation, including:</p> <ul style="list-style-type: none"> <li>• High quality staff</li> <li>• LEA ability</li> <li>• Stakeholder commitment</li> <li>• School board commitment</li> <li>• Timeline</li> <li>• Strategic planning of intervention model</li> <li>• Recruitment of school leaders</li> <li>• Alignment of resources</li> </ul> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included.</p>	<p>Some, but not all of the required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a basic evaluation of capacity, including:</p> <ul style="list-style-type: none"> <li>• High quality staff</li> <li>• LEA ability</li> <li>• Stakeholder commitment</li> <li>• School board commitment</li> <li>• Timeline</li> <li>• Strategic planning of intervention model</li> <li>• Recruitment of school leaders</li> <li>• Alignment of resources</li> </ul> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included and is moderately addressed.</p>	<p>The required activities of the school intervention models did not align to SIG final requirements.</p> <p>Application did not include evaluation of capacity outlined in Table A.</p> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant was not included.</p>
Points Possible: 8		Points Awarded:
Comments:		

4. Explain the process used to recruit, screen, and select external providers to ensure quality and the process for regular review and accountability of external providers, if applicable.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The school has identified, in great detail, the experience level and qualifications of external providers to ensure quality.</p> <p>There is strong evidence to demonstrate the external provider's qualifications were a key consideration in the recruitment, screening, and selection process.</p> <p>The district/school has identified a process to hold external providers accountable for their performance.</p>	<p>The school minimally identified the experience level and qualifications of external providers. The level of quality is moderate.</p> <p>The external provider's qualifications were somewhat considered in the recruitment, screening, and selection process.</p> <p>The district/school has identified a limited process to hold external providers accountable for their performance.</p>	<p>The school has not identified the experience level or qualifications of external providers to ensure quality.</p> <p>The external provider's qualifications were not considered in the recruitment, screening, and selection process.</p> <p>The district/school has not identified a process to hold external providers accountable for their performance.</p>
Points Possible: 8		Points Awarded:
Comments:		

**Part E – Descriptive Information (continued)**

5. Illustrate the alignment between the interventions outlined and other resources in the school and district with the selected intervention model.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
Interventions and other resources were outlined with specific detail. They were aligned in order to fully and effectively implement interventions.  The application outlined multiple (four or more) specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	Interventions and other resources were moderately outlined.  The application outlined a few (less than four) specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	Interventions and other resources were not aligned and/or did not support the full and effective implementation of interventions.  No other federal and state resources were outlined to help support interventions.
Points Possible: 8		Points Awarded:
Comments:		

6. How has the school/district modified its practices and/or policies to implement the interventions fully and effectively? Responses must also have a description outlining how staff was included in and played an integral part of developing any revised policies and practices.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
There is significant evidence to demonstrate the applicant thoroughly addressed the current barriers faced by Tier I and Tier II schools.  Modifications to practices/policies were described in detail.  A detailed timeline was included in the description outlining the sequence of events for policy/practice reform.	There is moderate evidence to demonstrate the applicant briefly addressed the current barriers faced by the Tier I or Tier II schools.  Modifications to practices/policies were described briefly.  A specific timeline may not have been included, but the narrative outlined the sequence of events.	Applicant did not address the current barriers faced by the Tier I or Tier II school.
Points Possible: 8		Points Awarded:
Comments:		

7. Describe how the district will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
The district has identified, in great detail, how it will provide oversight and support for implementation of the selected SIG intervention model.	The district has identified, in limited detail, how it will provide oversight and support for implementation of the selected SIG intervention model.	The district has not identified how it will provide oversight and support for implementation of the selected SIG intervention model.
Points Possible: 8		Points Awarded:
Comments:		

## Part E – Descriptive Information (continued)

8. Describe how the district will meaningfully, and on an ongoing basis, engage families and the community in the implementation of the selected intervention.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The district has outlined in detail how it will engage family and community input regarding the selected SIG intervention model.	The district has provided in limited detail how it will engage family and community input regarding the selected SIG intervention model.	The district has not outlined how it will engage family and community input regarding the selected SIG intervention model.
The district has included specific occasions for family and community to offer their input.	The district has included minimal occasions for family and community to offer their input.	The district has included no occasions for family and community to offer their input.
Points Possible: 8		Points Awarded:
Comments:		

9. How does the school plan to sustain the interventions after the funding period ends?

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The school directed resources to short-term, one-time expenditures that will have a long-term payoff for students and educators.	The school included some activities that will depend on recurring funding.	The school did not include a realistic plan for sustaining the interventions after funding ends; no portion of expenditures were directed toward transition costs or improving efficacy of existing systems.
For activities that depend on recurring funding, it included a detailed plan for improving systemic efficacy and sustaining systems and programs after funding ends.	The school included a minimal plan for improving systemic efficacy and sustaining systems and programs after funding ends.	
Points Possible: 8		Points Awarded:
Comments:		

10. Describe how the district/school will implement, to the extent practicable, one or more evidence-based strategies in accordance with its selected SIG intervention model.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The district/school included cited research to document evidence-based strategies are being implemented in the SIG intervention model.	The district/school included limited cited research to document evidence-based strategies are being implemented in the SIG intervention model.	The district/school included no cited research to document evidence-based strategies are being implemented in the SIG intervention model.
Points Possible: 8		Points Awarded:
Comments:		

**Part E – Descriptive Information (continued)**

11. Outline the process the school will use to monitor student achievement. The process must establish annual goals for student achievement specific to the North Dakota State Assessment in both reading/language arts and mathematics, as well as measure progress on the leading indicators defined in the SIG final requirements. The school may develop measurable goals in other areas as well including parental involvement, professional learning, attendance, behavior, etc.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The school outlined in detail how their process is connected to priority needs, the needs assessment, and portrayed a clear and detailed analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal includes detailed, realistic, and measureable goals and objectives for each school to be served. Other factors or areas were also addressed as measurable goals.</p> <p>The school's application included a rigorous plan for tracking and evaluating the success and cost-effectiveness of each proposed intervention.</p> <p>The proposal included a plan for monitoring the progress of the leading indicators defined in the SIG final requirements on a regular, ongoing basis.</p>	<p>The school moderately outlined a process that is connected to priority needs, the needs assessment, and portrayed a brief analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal briefly outlines realistic and measureable goals and objectives for each school to be served.</p> <p>The school's application included a minimal plan for tracking and evaluating the success and cost-effectiveness of each proposed intervention.</p> <p>The proposal included a plan for monitoring the progress of the leading indicators defined in the SIG final requirements; however, it is not on a regular, ongoing basis.</p>	<p>The school did not outline a process that clearly related to the needs assessment and/or to the priority need areas.</p> <p>The proposal lacks realistic and measureable goals and objectives for each school to be served.</p> <p>Application did not include a plan for measuring and tracking effectiveness and results of proposed intervention.</p>
Points Possible: 8		Points Awarded:
Comments:		

12. For a district that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, describe the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention. The activities outlined here must correlate and align with the pre-implementation timeline (Part E) and budget (Part F).

<b>Acceptable (No Points)</b>	<b>Not Acceptable (No Points)</b>
<p>For Tier I or II schools, the intervention met SIG final requirements.</p> <p>Specific programs, professional development, or activities are fully defined and are necessary for the implementation of school improvement grant.</p> <p>The application includes pre-implementation activities. These activities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> <li>• Rigorous Review of External Providers</li> <li>• Instructional Programs</li> <li>• Staffing/School Leadership</li> <li>• Professional Development and Support</li> <li>• Preparation for Accountability Measures</li> </ul>	<p>For Tier I or II schools, the interventions do not meet SIG final requirements.</p> <p>This section does not provide an overview of the main components of the interventions being proposed necessary for the implementation of school improvement grant.</p>
<p>The school described the activities that will occur during the pre-implementation period (fall 2016) and how each activity will better enable the school to implement the SIG activities during the 2016-2017 school year. (no points)</p>	
<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable	

**Part E – Descriptive Information (continued)**

13. For a district eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the district must describe how it will meet the intent and purpose of that element.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The eligible school chooses to modify one element of the turnaround or transformation model and has fully described how it will meet the intent and purpose of that element.	The eligible school chooses to modify one element of the turnaround or transformation model and has briefly described how it will meet the intent and purpose of that element.	The eligible school chooses to modify one element of the turnaround or transformation model and has not described how it will meet the intent and purpose of that element.
Points Possible: 8		<input type="checkbox"/> Applicable <input type="checkbox"/> Not Applicable – Award 8 points
Points Awarded:		
Comments:		

14. For a district that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the district must describe how it will:

- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- b. Partner with a whole school reform model developer, as defined in the SIG requirements.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
An evidence-based, whole-school reform model in one or more eligible schools is selected: <ul style="list-style-type: none"> <li>• The district has clearly described how it will implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and</li> <li>• The district has partnered with a whole school reform model developer, as defined in the SIG requirements.</li> </ul>	An evidence-based, whole-school reform model in one or more eligible schools is selected: <ul style="list-style-type: none"> <li>• The district has briefly described how it will implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and</li> <li>• The district has partnered with a whole school reform model developer, as defined in the SIG requirements.</li> </ul>	An evidence-based, whole-school reform model in one or more eligible schools is selected: <ul style="list-style-type: none"> <li>• The district has not described how it will implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and</li> <li>• The district has not partnered with a whole school reform model developer, as defined in the SIG requirements.</li> </ul>
Points Possible: 8		<input type="checkbox"/> Applicable <input type="checkbox"/> Not Applicable – Award 8 points
Points Awarded:		
Comments:		

15. Describe the process the district has established in order to hold its schools accountable to receive these funds.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The proposal clearly defines a detailed and rigorous process the LEA has set to hold the school accountable.	The proposal briefly defines the process the LEA has set to hold the school accountable.	The proposal does not define the process the LEA has set to hold the school accountable.
The application specifically describes the activities for each school served.	A vague description of services was included for each school served.	No detailed description of services was included for each school served.
A timeline for implementation and accountability is included.	A timeline may not have been included, but accountability events were referenced in the narrative.	No timeline was included.
Points Possible: 8		
Points Awarded:		
Comments:		

**Part E – Descriptive Information (continued)**

16. Describe the design and implementation plans for the interventions identified at the school. Please note, if in Tiers I or II, the interventions must meet SIG final requirements and must clearly identify the SIG intervention model selected. Identify the services that the school will receive or the activities that the school will implement.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>Interventions were described in great detail and focused on helping the school's students meet the state's standards. Interventions were research based.</p> <p>This section provided a comprehensive overview of the main components of the interventions being proposed.</p> <p>For Tier I or Tier II schools, the intervention clearly met SIG final requirements.</p> <p>Specific programs, professional development, or activities are fully defined in detail and are critical to the school's overall plan of improvement.</p>	<p>Interventions were briefly described and focused on helping the school's students meet the state's standards.</p> <p>This section provided a basic overview of the main components of the interventions being proposed. Details were not complete.</p> <p>For Tier I or Tier II schools, the intervention met most of the SIG final requirements.</p> <p>Application provides moderate detail on proposed programs, professional development, or activities to be implemented.</p>	<p>Interventions were not described and did not address the school's plans to meet the state's standards.</p> <p>This section does not provide an overview of the main components of the interventions being proposed.</p> <p>For Tier I or Tier II schools, the interventions do not meet SIG final requirements.</p>
Points Possible: 8		Points Awarded:
Comments:		

## Part F – Timeline

1. Describe the timeline outlining the steps the school will take to implement the selected interventions. If necessary, identify the intervention.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The actions the school will take to implement the interventions were sequentially addressed and thoroughly described in the timeline.</p> <p>The school identified interventions when applicable.</p> <p>A timeline demonstrates that all of the model's elements were included which will be planned for or implemented during the 2016-2017 school year.</p>	<p>The actions the schools will take to implement the interventions were minimally addressed and briefly described in the timeline.</p> <p>The school may or may not have identified interventions.</p> <p>A timeline was included which outlined a few of the model's elements to be planned for or implemented during the 2016-2017 school year.</p>	<p>The actions the school will take to implement the interventions were not addressed or lacked a description in the timeline.</p> <p>The school did not identify interventions when applicable.</p> <p>The timeline did not demonstrate any of the model's elements to be planned for or implemented during the 2016-2017 school year.</p>
Points Possible: 8		Points Awarded:
Comments:		

## Part G – Budget

G-1 The school must provide a budget that indicates the amount of funds it will need to implement the interventions in this application. Schools will duplicate this page as necessary as they need to submit a budget for each year of the three years in the grant. The pre-implementation activities that are not necessary for the full implementation may not be paid for with Title I School Improvement Grant funds.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The school submitted a line-itemed budget.</p> <p>The school submitted a budget that reflects amounts requested for each year of a three-year period.</p> <p>The budget reflects sufficient size and scope to support full and effective implementation of selected model or School Improvement Grant.</p> <p>The multi-year budget does not exceed \$2 million per year per school.</p> <p>The application includes pre-implementation activities imperative to the implementation of the School Improvement Grant. These activities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> <li>• Rigorous Review of External Providers</li> <li>• Instructional Programs</li> <li>• Staffing/School Leadership</li> <li>• Professional Development and Support</li> <li>• Preparation for Accountability Measures</li> </ul>	<p>The school submitted a line-itemed budget.</p> <p>The school submitted a budget that reflects amounts requested for each year of a three-year period.</p> <p>The budget may not clearly demonstrate it is sufficient to support full implementation.</p> <p>The application may include pre-implementation activities. Not all activities are necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The school did not submit a line-itemed budget.</p> <p>Budgets amounts were omitted or not clearly indicated.</p>
Points Possible: 8		Points Awarded:
Comments:		

G-2 For each line item in Part F-1, please provide a detailed description of the expenditures listed in F-1.

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The budget narrative clearly reflected the proposed interventions and activities as supported through the needs assessment.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with the submitted budget, represents the contents of the proposal, and clearly focuses on the intervention or School Improvement Grant.</p> <p>All pre-implementation activities are defined and described in detail and are imperative to the successful implementation of the school improvement grant.</p>	<p>The budget narrative minimally aligned to the proposed interventions and activities.</p> <p>The budget may not demonstrate a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with some but not all of the submitted budget and moderately focuses on the intervention or School Improvement Grant.</p> <p>The pre-implementation activities are somewhat defined and described. These activities may not be necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The budget narrative did not reflect the proposed interventions and activities.</p>
Points Possible: 8		Points Awarded:
Comments:		



## SIG Monitoring and Reporting Requirements

Critical Element	SIG Monitoring Process	Report
Application Process	<p>SIG Application:</p> <ul style="list-style-type: none"> <li>• Schools will submit the SIG application, <i>Title I Application for Additional Program Improvement Funding – SIG SFN 52823</i>.</li> <li>• Schools will provide results, including an update of the progress of implementation for that year of SIG.</li> <li>• Schools will provide an implementation plan for updates of any implementation plan changes for subsequent year.</li> </ul>	SIG Application
Implementation	<p>The SIG intervention models must be implemented consistent with the final requirements of the SIG program and model approved.</p> <p>The LEA. . . .</p> <ul style="list-style-type: none"> <li>• Designates internal partner (LEA staff) and/or external partner (partner organization staff) to coach school transformation teams</li> <li>• Reviews the school transformation teams</li> <li>• Meeting agendas and minutes</li> <li>• Progress with implementation timeline</li> <li>• Progress with school-specific interventions</li> <li>• Progress with financial reporting</li> <li>• Data mines across transformation schools in the district</li> <li>• Reviews progress reports before they are submitted</li> <li>• Reviews SEA reviewer comments</li> </ul> <p>The School Team. . .</p> <ul style="list-style-type: none"> <li>• Documents and tracks progress (over the grant period) toward goals</li> <li>• Needs assessment</li> <li>• Implementation timeline</li> <li>• Meeting agenda and minutes</li> <li>• Collects information for project evaluation</li> <li>• Plans transformation team meetings with agendas and minutes</li> <li>• Assesses, plans, and tracks progress with implementation</li> <li>• Links to resources relative to each implementation intervention</li> <li>• Generates a variety of reports, including documenting progress made toward goals</li> <li>• Dialogues with coaches</li> <li>• Electronically submits reports to the SEA</li> </ul>	Monitoring Visits SIG Timeline Data Reports Needs Assessment Progress Reports Meeting Agenda/Minutes Dialogues with Coaches/Providers
Technical Assistance	<p>The NDDPI ensures technical assistance is provided to its LEAs consistent with the final requirements of the SIG program.</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>• Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.</li> <li>• Report the specific school-level data required of the final SIG requirements, including baseline data for the year prior to SIG implementation.</li> </ul>	Supporting Documentation Contract(s) with External Providers
Monitoring	<p>The Office of Federal Title Programs monitors schools consistent with the final requirements of the SIG program, including a quarterly review of the timeline in the SIG Application to ensure that the application is being implemented as written and will also provide progress monitoring through written correspondence, conference calls, and site visits.</p>	SIG Application Monitoring Reports SIG Timeline



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Data Collection	<p>The NDDPI ensures data is being collected consistent with the final requirements of the SIG program.</p> <ul style="list-style-type: none"><li>• Schools will provide data when SIG implementation begins.</li><li>• Submit data for each Tier I or Tier II school that implements one of the school intervention models and is served with SIG funds.</li><li>• Submit baseline data for the school year prior to the implementation of the SIG intervention models and for each subsequent year that the school implements the model.</li></ul>	School Data Needs Assessment EDFacts Reports
Fiscal	<p>The NDDPI ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. NDDPI will complete a risk analysis and review budgets, request for funds, budget revisions, ledgers, and final financial reports.</p>	Budget Budget Revisions Request for Funds Accounting Ledger Final Financial Reports

## SIG – WHAT YOU NEED TO KNOW

- Applying for a School Improvement Grant (SIG) is not a guarantee that a district will be awarded a grant or receive SIG funds. There is significant accountability built into the process to ensure that only high quality applications are funded. The school must be able to demonstrate that they can meet the SIG requirements and provide documentation of a high quality plan that will produce results.
- SIG requires districts to implement evidence-based strategies necessary to meet the needs of the school, staff, and students being served in accordance with the SIG model selected.  

The district may need to review and revise its current district policies and procedures to allow for the SIG interventions dependent upon the SIG model being implemented.
- Districts interested in applying for SIG funds must have the capacity and be willing to make significant changes in the school building. Proposals to continue funding the “status quo” will not be approved. Implementing a SIG is a huge undertaking which requires commitment from the school board, district, and school for dramatic system changes.
- Districts can select from one of the seven SIG models, including the state-determined model. The purpose of the state-determined model is to offer greater flexibility; therefore, the NDDPI strongly encourages schools to apply for SIG using this model.
- The SIG is a three-year grant. The new regulations also allow for the opportunity to extend the three-year grant for up to five years, under certain circumstances.
- The deadline to submit the SIG Application to the Office of Federal Title Programs is December 2, 2016.
- A couple of the reform models require the district to replace the building principal. However, the guidance states that an exception may be made if the principal was hired within the past two years (and school years) as part of a significant reform effort.
- The USDE School Improvement Grant (SIG) regulations do not override state law. It is not allowable to reference the SIG requirement as a reason for replacing principals or teachers. North Dakota state law must be followed when non-renewing principal and teacher contracts.
- Districts have an obligation to involve all staff in the process of revising policies and practices. The SIG application requires applicants to thoroughly address how all staff was included in the development of revised policies and practices.

## SIG Funding

North Dakota's SIG allocation under NCLB for the timeframe of July 1, 2016 – August 30, 2019 is approximately \$2.2 million. North Dakota anticipates that we will be able to approve two SIG schools with this funding.

Successful applicants will be awarded 2 ½ years of SIG funding from January 2017 to August 2019. The following information provides details for each year of SIG funding that outlines required coaching and support services provided by School Improvement Network (SINet) and additional uses of funds to support SIG interventions.

**Year One:** January 1, 2017 – June 30, 2017 Pre-implementation ½ year estimated award amount \$285,000.00  
Estimated amounts will be used for the following pre-implementation activities:

- Required Contract Service Provider– SINet Professional Coaching Services \$ 85,717.00
- Contract ½ year with External Provider for SIG interventions
- Hiring of Staff such as SIG Coordinator ½ year to oversee SIG reporting/monitoring
- Activities and planning that support a needs assessment and data reviews
- Stipends for staff to meet regularly for professional learning for SIG interventions
- Research for planning and pre-implementation activities for evidence-based strategies
- Begin planning for professional development necessary to support and implement SIG interventions
- Begin planning for Family and Community Engagement activities to support SIG interventions
- Pre-implementation materials and resources necessary to support SIG interventions

**Year Two:** July 1, 2017 – June 30, 2018 estimated award amount \$425,000.00  
Estimated amount will be used for the following:

- Required Contract Service Provider– SINet Professional Coaching Services \$ 57,900.00
- Hiring of Staff such as SIG Coordinator for year 2 to oversee SIG reporting/monitoring
- Hire highly effective staff to support SIG interventions such as teachers, coaches, counselor, etc.
- Contract one year with External Provider for SIG interventions
- Stipends for staff to meet regularly for professional learning for SIG interventions
- Evidence-based professional development necessary to support and implement SIG interventions
- Family and Community Engagement activities to support SIG interventions
- Resources necessary to support SIG interventions

**Year Three:** July 1, 2018 – August 30, 2019 estimated award amount \$425,000.00  
Estimated amount will be used for the following:

- Required Contract Service Provider – SINet Professional Coaching Services \$ 57,900.00
- Hiring of Staff such as SIG Coordinator for year 3 to oversee SIG reporting/monitoring
- Hire highly effective staff to support SIG interventions such as teachers, coaches, counselor, etc.
- Contract one year with External Provider for SIG interventions
- Stipends for staff to meet regularly for professional learning for SIG interventions
- Evidence-based professional development necessary to support and implement SIG interventions
- Family and Community Engagement activities to support SIG interventions
- Resources necessary to support SIG interventions
- Plan for sustainability of interventions and supports