



Good afternoon, and welcome to the Connecticut State Department of Education's 1003(g) School Improvement Grant informational Webinar. My name is Leslie Carson. I am a consultant in the Connecticut State Department of Education (CSDE) Turnaround Office, and I serve as the project manager for the state's 1003(g) School Improvement Grants, under the leadership of Desi Nesmith, Chief Turnaround Officer, and in collaboration with my colleagues in the Turnaround Office: Kaylan Ricciardi, Iris White, Michael Kent, Kelly Mero, and Jo Ann Freiberg.

Please note that this the slides and notes pages containing the script of the Webinar will be available following the Webinar.

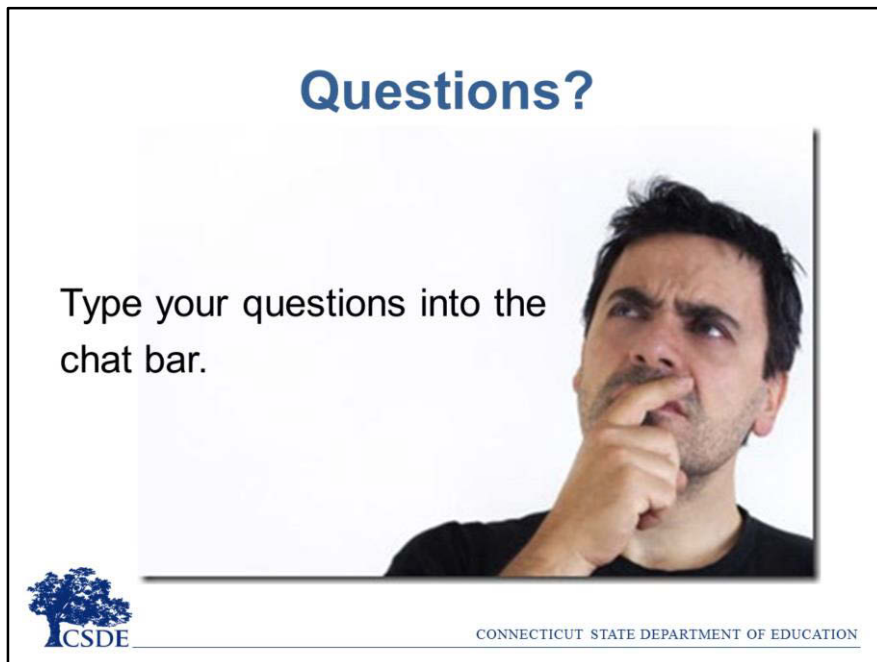
## Webinar Agenda

- Grant goals and overview
- Turnaround Office supports for grantees
- Eligibility
- 1003(g) SIG school intervention models
- Components of the application
- Application rubric and competitive award process



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The focus of this Webinar is to provide you with information you need to thoughtfully consider your district's application for a 1003(g) School Improvement Grant. We will begin by providing you with an overview of the goals of the grant and provide you with a summary of the supports grantees receive from the Turnaround Office. We will remind you of the eligibility requirements and the SIG school reform models available through this grant. We will summarize the components of the application and provide you with information about the application's rubric and the competitive award process.



Questions may arise, and we want you to ask questions as they come up for you. Simply type your question into the chat.

You will need to look toward the upper right hand portion of your screen to find the "Chat" icon. Click on the icon. Now look to the bottom right of your screen. When you want to send a question, please be sure "all participants" is showing after "send to." Then type in your question.

We have built in opportunities between agenda sections to tackle your questions.

## Grant Overview

**Goal:** Authorized under Section 1003(g) of the Elementary and Secondary Education Act (ESEA), the **School Improvement Grant (SIG)** program provides states and districts with funds to leverage change and turn around chronically underperforming schools.

The SIG program is a **competitive grant program**.

According to federal SIG guidelines, states must give priority in awarding SIG funding to districts that demonstrate the greatest need and the strongest commitment to use the funds to **substantially raise student achievement**.



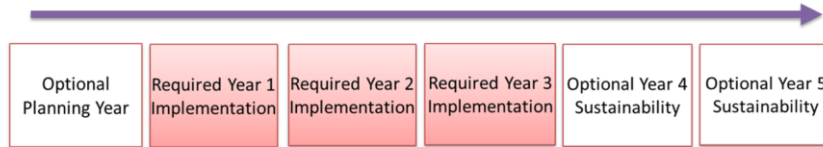
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**Goal:** Authorized under Section 1003(g) of the ESEA, the **SIG** program provides states and districts with funds to leverage change and turn around chronically underperforming schools.

The SIG program is a competitive grant program.

According to federal SIG guidelines, states must give priority in awarding SIG funding to districts that demonstrate the greatest need and the strongest commitment to use the funds to **substantially raise student achievement**. The state's grant reviewers will use its application rubric to determine the level of commitment and will give priority to schools classified as Turnaround.

## Grant Duration and Funding Levels

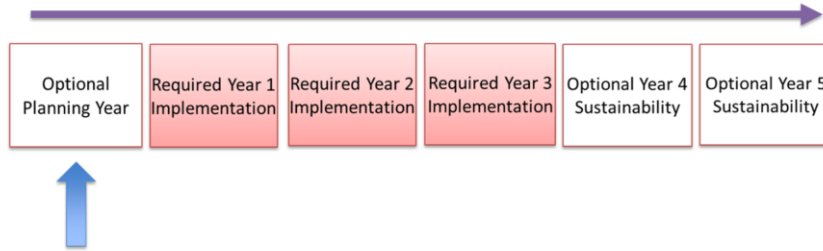


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Let's talk first about the duration of the SIG grant.

The CSDE may make a SIG award to a LEA/district for a minimum of three years and up to five years for a particular school.

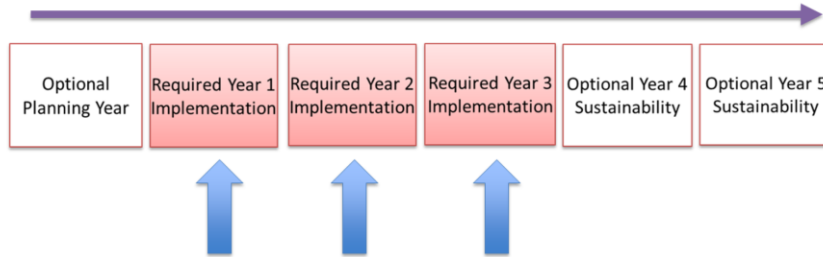
## Grant Duration and Funding Levels



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The LEA/district may apply for one optional planning year for pre-implementation activities;

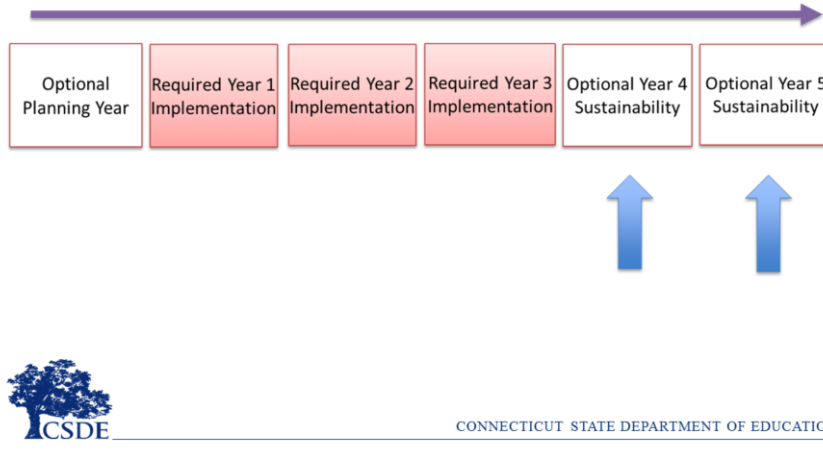
## Grant Duration and Funding Levels



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The LEA/district must apply for three years of implementation.

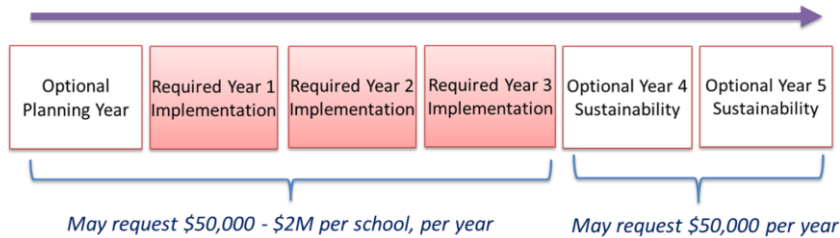
## Grant Duration and Funding Levels



The LEA/district may also apply for up to two years for sustainability activities following the three years of implementation. A school may not be awarded more than five years of support.



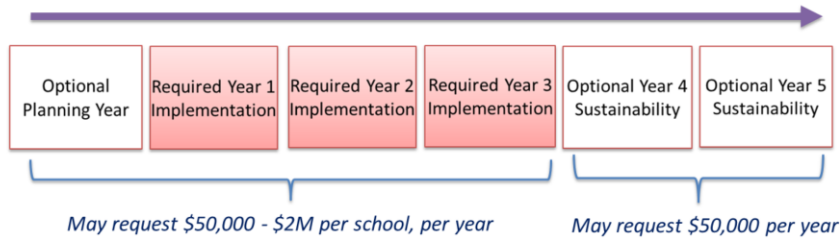
## Grant Duration and Funding Levels



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The LEA/district must request a minimum of \$50,000 per year during the optional planning and required implementation years and a maximum of \$2,000,000 per year. During optional sustainability years, a school may request \$50,000 per year.

## Grant Duration and Funding Levels



The average award for Connecticut's Cohort IV schools was  
**\$391,600 per year.**



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While the level of funding may reach \$2 million per year, please bear in mind that the amount of available federal dollars does not allow the state to award at that level. The average award for Connecticut's Cohort IV schools was \$391,600 per year. Three schools received awards in Cohort IV.

## Additional SIG Funding Information

- CSDE has approximately **\$3.8 million** to allocate to Cohort V SIG schools; we anticipate a highly competitive process.



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In addition to the funding levels mentioned previously, additional SIG funding information is important for applicants to remember:

The CSDE has approximately \$3.8 million to allocate to Cohort V SIG schools. As a part of the application review process, the state must ensure alignment of proposed budgets to proposed strategies. The state, however, may also determine levels of grantee funding that is less than what is proposed by the district. Again, keep in mind the average award of \$391,600 in Cohort V.

## Additional SIG Funding Information

- CSDE has approximately \$3.8 million to allocate to Cohort V SIG schools; we anticipate a highly competitive process.
- Local education agencies must describe how they will sustain reform strategies beyond the duration of the grant.



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As a part of the application process, LEAs/districts must describe how they will sustain reform strategies beyond the duration of the grant. The expectation is that the district will be able to sustain reform.

## Additional SIG Funding Information

- CSDE has approximately \$3.8 million to allocate to Cohort V SIG schools; we anticipate a highly competitive process.
- Local education agencies must describe how they will sustain reform strategies beyond the duration of the grant.
- Schools will be evaluated annually to determine if funding will be renewed.



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Implementation of SIG interventions will be evaluated annually to determine if funding will be renewed.

Grantees awarded a planning year must show evidence that they will be able to implement proposed interventions beginning at the start of the first year of full implementation. The state may opt to non-renew a school's award or may opt to withdraw funding if a school making use of a planning year is not able to implement proposed interventions.

The state, on the basis of the annual review may opt to address with the district and school leadership a lack of sufficient progress or other implementation issues at the school. If the school does not implement changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the state may take appropriate actions to ensure sufficient progress, including, but not limited to developing a revised SIG plan and/or selecting an alternative SIG intervention model.

## Additional SIG Funding Information

- CSDE has approximately \$3.8 million to allocate to Cohort V SIG schools; we anticipate a highly competitive process.
- Local education agencies must describe how they will sustain reform strategies beyond the duration of the grant.
- Schools will be evaluated annually to determine if funding will be renewed.
- SIG funds may not be used to supplant non-federal funds; districts must continue to provide all funds that would have been provided to the school in the absence of a SIG award.



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SIG funds may not be used to supplant non-federal funds. In other words, districts must continue to provide all funds that would have been provided to the school in the absence of the SIG award.

## Additional SIG Funding Information

- CSDE has approximately \$3.8 million to allocate to Cohort V SIG schools; we anticipate a highly competitive process.
- Local education agencies must describe how they will sustain reform strategies beyond the duration of the grant.
- Schools will be evaluated annually to determine if funding will be renewed.
- SIG funds may not be used to supplant non-federal funds; districts must continue to provide all funds that would have been provided to the school in the absence of a SIG award.
- No indirect costs are allowable.



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Schools proposing to make use of an external provider must understand that no indirect costs are allowable.

## Turnaround Office Supports for Grantees

|  | <i>Description</i>  | <i>Frequency</i>     |
|--|---|----------------------|
| <b>School and Classroom Walkthroughs</b> | Informal school site visits and classroom observations used to gauge improvements in school climate and teaching and learning.  | Biweekly             |
| <b>Progress Check-ins</b>                | Progress check-ins to discuss successes and challenges rooted in (1) school data, (2) plan implementation, and (3) year-to-date SIG spending.   | Three times annually |
| <b>NetStat PD/Data Sessions</b>          | Sessions designed to engage school teams in meaningful professional development and quantitative analyses of leading and lagging indicators of school turnaround.                       | Three times annually |
| <b>Essential School Systems</b>          | Resources aligned to the state's Essential School Systems—Talent, Academics, Culture and Climate, and Operations.   | Available Online     |
| <b>LEAD CT Leadership Coaching</b>       | Principal development program, including a two-week intensive Leadership Academy and monthly support in the form of job-embedded coaching and participation in a Community of Practice. | Ongoing              |

Once awarded a SIG grant, grantee schools are assigned a Connecticut State Department of Education (CSDE) Turnaround Office consultant. This designated consultant will review implementation of SIG interventions, monitor progress, and provide supports to ensure successful implementation of grant-initiated interventions and school reform.

Turnaround Office supports include:

Biweekly school and classroom walkthroughs. These walkthroughs provide opportunities to gauge improvements in school climate and teaching and learning. Perhaps, more importantly, the walkthroughs provide opportunities for consultants to mentor school leaders and provide resources specific to the observed needs of the school. Turnaround Office consultants are also able to use the biweekly school visits to assist schools in a variety of ways, including, but not limited to, providing professional development, introducing school leadership to consultants from across the CSDE who can provide assistance specific to school needs, or assisting school teams in using data for continuous improvement or facilitating school improvement planning.



Three times annually, a more formal progress check-in provides opportunities to discuss successes and challenges rooted in school data, plan implementation, and year-to-date SIG spending. These progress check-ins serve as a time to celebrate success or make mid-course corrections.

Three times annually, SIG grantees are expected to attend NetStat Sessions. These sessions bring together school teams from SIG schools and the state's Commissioner's Network schools for meaningful professional development and networking.

Principals in SIG schools are encouraged to participate in the LEAD Connecticut Leadership development program which includes a two-week intensive Leadership Academy and monthly support in the form of job-embedded coaching and participation in a Community of Practice.

Finally, SIG grantees are expected to develop and implement improvement in four domain areas of the state's Essential School Systems. See the next slide.

# Essential School Systems

## CSDE Turnaround Framework

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



Available online for use by SIG schools are resources to assist schools in the implementation of the four domains of the state’s Essential School Systems. The Essential School Systems serve as a framework for school turnaround.

When schools employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff, successful school reform is more viable.

When schools design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, successful school reform is more viable.

When schools foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process, successful school reform is more achievable.

When schools and districts create systems and process that promote organizational efficiency and effectiveness, including use of time and financial resources, successful school reform is more achievable.

When schools work to improve each of the four domains of the Essential School Systems, successful school reform becomes more viable and sustainable. SIG grantees are afforded resources to assist in planning and implementation of these Essential School Systems.

## School Eligibility

- All **Turnaround** and **Focus** schools, as identified by the state's Next Generation Accountability System on March 2, 2016
- Past SIG recipients can reapply if the school is still classified as Turnaround or Focus, **AND** if there has been a year between the end of the past award and the current grant application.
- The CSDE will give preference to eligible Turnaround and Focus schools not currently participating in the Commissioner's Network in order to drive student achievement at additional schools.
- Likewise, schools currently receiving Title I 1003(a) awards may apply but will not receive both Title I 1003(a) funding and SIG funding.



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Using the list of schools released on March 2, 2016 with the state's Next Generation Accountability system, schools classified as Turnaround or Focus are eligible for the SIG award.

If a school has previously been awarded SIG funding, the school may reapply as long as it is still classified as a Turnaround or Focus school AND if there has been a year between the end of the past award and the current grant application.

The CSDE will give preference to eligible Turnaround and Focus schools not currently participating in the Commissioner's Network in order to drive student achievement at additional schools.

Likewise, schools currently receiving Title I 1003(a) awards may apply but will not receive both Title I 1003(a) funding and SIG funding.

## SIG School Intervention Models

Local education agencies applying for SIG funding must select one of six SIG school intervention models to apply at the school:

1. School closure
2. Restart
3. Whole school reform
4. Early Learning
5. Turnaround
6. Transformation



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LEA/districts applying for SIG funding must select one of six SIG school intervention models to apply at the school:

1. School closure
2. Restart
3. Whole school reform
4. Early Learning
5. Transformation
6. Turnaround

Because each of the six intervention models carries with it specific requirements, the district and school must ascertain the best fit for the district and school. Before we go into the specific requirements of each of the SIG intervention models, I would like to take a moment now to entertain any questions you might have so far. Go to next slide.

## Questions?

Type your questions into the chat bar.



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I will take a moment to answer some of the questions you have been asking so far. I will allow a good educational wait time while you type any questions you have into the chat bar.

## SIG School Intervention Models

Local education agencies applying for SIG funding must select one of six SIG school intervention models to apply at the school:

1. School closure
2. Restart
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4. Early Learning
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6. Transformation



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In the application the LEA/district will write for a school, you must select the SIG intervention model that best fits the needs of the school. I am going to walk you through the requirements for each of the six available intervention models. Again, please remember to type into the chat bar any questions you might have.

# 1. School Closure

Closing the school and enrolling the students who attended the school in other, high-achieving schools in the local education agency (LEA).

The LEA must:

- Describe the process and timeline for the school closure,
- Provide strong rationale for selection of the school closure model,
- Describe current and future plans to communicate and collaborate with community members throughout the process, and
- Describe clear options to enroll students in higher-achieving schools within reasonable geographic proximity.



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This model entails closing the school and enrolling the students who attended the school in other, high-achieving schools in the district. The district may apply for up to \$50,000 for one year. Keep in mind that when making application for school closure, the district must already know which school it intends to close. The School Closure model does not allow for a district to take the year to decide which of its districts schools it will close.

The application requires the local education agency (LEA) to:

- describe the process and timeline for the school closure;
- provide strong rationale for selection of the school closure model;
- describe current and future plans to communicate and collaborate with community members throughout the process; and
- describe clear options to enroll students in higher-achieving schools within reasonable geographic proximity.



## 2. Restart

After closing the school, the school is reopened under a charter management organization, a charter school operator, or an education management organization that has been selected through a rigorous selection process.

The LEA must:

- Conduct a rigorous review process or hire external providers to assist in planning for and carrying out activities necessary for full implementation.
- Enroll, within the grade levels it serves, any former student who wishes to attend the school.



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After closing the school, the school is reopened under a charter management organization, a charter school operator, or an education management organization that has been selected through a rigorous selection process.

The LEA must:

- Conduct a rigorous review process or hire external providers to assist in planning for and carrying out activities necessary for full implementation.
- Enroll, within the grade levels it serves, any former student who wishes to attend the school.

### 3. Whole School Reform

Implementing interventions in partnership with a whole-school reform model developer with a demonstrated record of success, with at least one study meeting the *What Works Clearinghouse* evidence standards, and with statistically favorable impact on academic achievement or attainment.

The model must:

- Be implemented for all students in the school
- Address school leadership
- Address teaching and learning in at least one academic content area
- Address non-academic support
- Address family and community engagement



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The whole school reform model is implemented in partnership with a whole-school reform model developer with a demonstrated record of success, with at least one student meeting the *What Works Clearinghouse* evidence standards and statistically favorable impact on academic achievement or attainment.

The model must:

- be implemented for all students in the school;
- address school leadership;
- address teaching and learning in at least one academic content area;
- address non-academic support; and
- address family and community engagement.

The CSDE must approve the selection of the evidence-based model. The United States Department of Education has a list of approved whole school reform model providers on its Web site.

## Questions?

Type your questions into the chat bar.



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I want to take a moment to pause for any questions about the first three SIG school intervention models. Again, I will allow educational wait time while you type your questions into the chat bar.

## 4. Early Learning

The district must implement a plan that:

- Offers full-day kindergarten
- Establishes or expands a high-quality preschool program
- Provides educators, including preschool teachers, with joint planning time
- Implements additional requirements that are the same as the transformation model (without the requirement of extended learning time)



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The district must implement a plan that:

- Offers full-day kindergarten;
- Establishes or expands a high-quality preschool program;
- Provides educators, including preschool teachers, with joint planning time; and
- Implements additional requirements that are the same as the transformation model (without the requirement of extended learning time).

## 5. Turnaround

- Replace the principal and at least 50% of staff;
- Implement strategies to recruit, place, and retain staff with skills necessary to meet needs of students, which may include:
  - Financial incentives
  - Increased opportunities for promotion and career growth
  - More flexible work conditions
- Adopt a new governance structure, which may include establishing a turnaround office at the district level;
- Implement a new or revised instructional program that is research based and vertically aligned;
- Promote the continuous use of student data to inform and differentiate instruction;



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The Turnaround and Transformation SIG intervention models have the most requirements.

Let's begin by summarizing the requirements of the Turnaround SIG intervention model.

- Replace the principal and at least 50% of staff; The United States Department of Education allows for a principal hired and in place for two years prior to the date of the application submission does not need to be replaced.
- Implement strategies to recruit, place, and retain staff with skills necessary to meet needs of students, which may include:
  - Financial incentives
  - Increased opportunities for promotion and career growth
  - More flexible work conditions
- Adopt a new governance structure, which may include establishing a turnaround office at the district level;
- Implement a new or revised instructional program that is research based and vertically aligned; and
- Promote the continuous use of student data to inform and differentiate

instruction;

## 5. Turnaround (continued)

- Provide social-emotional and community oriented services and supports for students;
- Establish schedules and implement strategies that provide increased learning time;
- Implement strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, retain staff with the skills necessary to meet the needs of the students; and
- Provide ongoing, high quality job-embedded professional development that is aligned with the school's instructional program.



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Additional requirements of the Turnaround SIG intervention model include:

- provide social-emotional and community-oriented services and supports for students;
- establish schedules and implement strategies that provide increased learning time;
- implement strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, retain staff with the skills necessary to meet the needs of the students; and
- provide ongoing, high quality job-embedded professional development that is aligned with the school's instructional program.

## 6. Transformation

- Replace the principal
- Develop teacher and leader effectiveness by using evaluations that are based in significant measure on student growth, identify and reward school leaders and teachers who improve student outcomes and remove those who do not;
- Implement comprehensive instructional reform strategies by using data to identify and implement instructional programs that are research based and aligned;
- Implement strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, retain staff with the skills necessary to meet the needs of the students;



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In selecting the transformation model, the LEA must:

- replace the principal. As with the Turnaround model, if a principal is hired and in place for two years prior to the date of the application, the principal does not need to be replaced;
- develop teacher and leader effectiveness by using evaluations that are based in significant measure on student growth, identify and reward school leaders and teachers who improve student outcomes and remove those who do not;
- implement comprehensive instructional reform strategies by using data to identify and implement instructional programs that are research based and aligned; and
- implement strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, retain staff with the skills necessary to meet the needs of the students;



## 6. Transformation (continued)

- Give the school operating flexibility (staffing, calendars/time and budgeting);
- Provide ongoing, high quality job-embedded professional development that is aligned with the school's instructional program;
- Implement a new/revised instructional program that is research based and vertically aligned;
- Provide ongoing mechanisms for family and community engagement; and
- Ensure the school receives ongoing, intensive technical assistance and support from the district.



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The LEA must also:

- give the school operating flexibility (staffing, calendars/time and budgeting);
- provide ongoing, high quality job-embedded professional development that is aligned with the school's instructional program;
- implement a new/revised instructional program that is research based and vertically aligned;
- provide ongoing mechanisms for family and community engagement; and
- ensure the school receives ongoing, intensive technical assistance and support from the district.

## Questions?

Type your questions into the chat bar.



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Before we move to specifics about the application itself, I want to allow time for questions about any of the six SIG intervention models. Keep in mind that it is important to consider the best fit for the school.

## Timeline for Application and Award

|  |                         |
|--|-------------------------|
| CSDE notifies LEAs about 1003(g) SIG competition   | May 31, 2016            |
| Districts submit an expression of intent to the CSDE.  | June 10, 2016           |
| CSDE hosts a SIG 1003(g) informational webinar and releases 1003(g) SIG application to LEAs. | June 22, 2016           |
| LEAs submit 1003(g) SIG applications.  | July 29, 2016           |
| CSDE awards 1003(a) SIG funds to LEAs.   | Anticipated August 2016 |
| 1003(g) SIG schools begin planning or full implementation with support from CSDE.            | September 2016          |



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As you begin to think about the SIG application, please keep in mind the strict timeline.

## Timeline for Application and Award

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|--|-------------------------|
| CSDE notifies LEAs about 1003(g) SIG competition. ✓  | May 31, 2016            |
| Districts submit an expression of intent to the CSDE. ✓  | June 10, 2016           |
| CSDE hosts a SIG 1003(g) informational webinar and releases 1003(g) SIG application to LEAs. ✓ | June 22, 2016           |
| LEAs submit 1003(g) SIG applications.  | July 29, 2016           |
| CSDE awards 1003(a) SIG funds to LEAs.   | Anticipated August 2016 |
| 1003(g) SIG schools begin planning or full implementation with support from CSDE.              | September 2016          |



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The first three events on this timeline have been accomplished. An expression of interest was not required. We recognize that some school and district personnel required more information before making a commitment.

After the Webinar is completed, superintendents with eligible schools will receive the SIG application and Excel workbook. These documents will also be posted on the state's Web site under School Improvement Grants. I will provide my contact information at the end of this Webinar if you are having difficulty with the application.

The turnaround time for submission of the completed SIG application is short for this grant. Be sure to complete your application and submit it by the deadline on July 29.

The state anticipates announcing awards in August with planning or full implementation beginning in September.

# Application Components

| Required Components:                             | Required of:  |
|--|---|
| Application Cover Page                           | All applicants                                      |
| Application Part I: LEA Strategy (10-page limit) | All applicants                                      |
| Application Part II: School Plan (20-page limit) | All applicants                                      |
| School Closure Application (5-page limit)        | "Closure" model applicants                          |
| Excel Budget Workbook                            | All applicants                                      |
| Flexible Work Rules                              | All applicants                                      |
| Appendix A: Metrics and Performance Targets      | All applicants                                      |
| Appendix C: Implementation Timeline              | All applicants                                      |
| Appendix D: Statement of Assurances              | All applicants                                      |
| Appendix E: External Evaluation of Partners Form | "Restart" or "Whole-School Reform" model applicants |



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Let's take a look at the components of the application.

Notice there are multiple components of the application. You will also notice that all components are required of all applicants, with three exceptions.

1. LEAs/districts do not complete the School Closure application unless it is the selected SIG intervention model.
2. Only those LEA's selecting the Restart or Whole-School Reform model must complete Appendix E: External Evaluation of Partners Form.
3. LEAs/districts selecting the Closure model need only complete the School Closure Application on Page 17 of the application.

Please note that the Excel Budget workbook is a separate document which must be completed. Appendix B of the application provides guidance for completion of the budget workbook.

Please also note that all required components must be submitted in order for the application to be considered. Applicants with missing components will not be reviewed.

# SIG Application Overview

## Part I: LEA Strategy

- LEA Capacity and Organizational Structure
- Conditions for Success
- Accountability and Monitoring
- Budget and Budget Narrative

## Part II: School Plan

- Needs Analysis
- Reform Model and Rationale
- Overarching SMART Goals
- Talent
- Academics
- Culture and Climate
- Operations
- Stakeholder Engagement
- Implementation Timeline

There are two main parts of the application. Part I asks the LEA/district to describe its strategy to support the proposed SIG grantee school. Part II asks the LEA to describe the school plan.

# SIG Application Overview

## Part I: LEA Strategy

- LEA Capacity and Organizational Structure
- Conditions for Success
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- Budget and Budget Narrative

## Part II: School Plan

- Needs Analysis
- Reform Model and Rationale
- Overarching SMART Goals
- Talent
- Academics
- Culture and Climate
- Operations
- Stakeholder Engagement
- Implementation Timeline

In Part I: LEA/district strategy, the application asks for the LEA/district to describe its strategy and structure to support school improvement efforts at the district level.

The LEA/district must also describe optimal conditions, policies, and practices that enable school reform and provide site-based flexibility.

The LEA/district describes tools and processes to create shared accountability and monitoring.

Finally, the LEA/district must describe its commitment to strategic resourcing to promote sustainability.

# SIG Application Overview

## Part I: LEA Strategy

- LEA Capacity and Organizational Structure
- Conditions for Success
- Accountability and Monitoring
- Budget and Budget Narrative

## Part II: School Plan

- Needs Analysis
- Reform Model and Rationale
- Overarching SMART Goals
- Talent
- Academics
- Culture and Climate
- Operations
- Stakeholder Engagement
- Implementation Timeline

In Part II: School Plan, the LEA/district describes the comprehensive and bold plan to dramatically improve student achievement.

The LEA/district must identify school needs and opportunities, and show how it uses this analysis to inform the selection of the SIG intervention model.

The LEA/district must articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all the requirements of the selected SIG intervention model.

A strengthened requirement for Cohort V applicants asks LEA/districts to describe how they will solicit stakeholder engagement in the selection of the SIG school intervention model as well as how stakeholders will be engaged throughout the implementation years of the grant.



# SIG Application Overview

## Part I: LEA Strategy

- LEA Capacity and Organizational Structure
- Conditions for Success
- Accountability and Monitoring
- Budget and Budget Narrative

## Part II: School Plan

- Needs Analysis
- Reform Model and Rationale
- Overarching SMART Goals
- Talent
- Academics
- Culture and Climate
- Operations
- Stakeholder Engagement
- Implementation Timeline

APPENDIX F: SCHOOL TURNAROUND RUBRIC/JUDGMENT TOOL

| Indicator                                | High Performance   | Improving  | Needs Improvement  | Unsatisfactory   |
|--|--|--|--|--|
| 1.1. Instructional Practice              | Instructional practices consistently demonstrate high-quality instruction. Teachers use a variety of strategies to engage students and promote learning. Instruction is differentiated to meet the needs of all learners. Data is used to inform instruction and to monitor student progress.    | Instructional practices demonstrate high-quality instruction. Teachers use a variety of strategies to engage students and promote learning. Instruction is differentiated to meet the needs of all learners. Data is used to inform instruction and to monitor student progress.                 | Instructional practices demonstrate high-quality instruction. Teachers use a variety of strategies to engage students and promote learning. Instruction is differentiated to meet the needs of all learners. Data is used to inform instruction and to monitor student progress.                 | Instructional practices demonstrate high-quality instruction. Teachers use a variety of strategies to engage students and promote learning. Instruction is differentiated to meet the needs of all learners. Data is used to inform instruction and to monitor student progress.                 |
| 1.2. Evaluation and Professional Culture | There is a strong culture of continuous improvement and professional learning. Teachers engage in ongoing reflection and peer review. There is a focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.         | There is a strong culture of continuous improvement and professional learning. Teachers engage in ongoing reflection and peer review. There is a focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.         | There is a strong culture of continuous improvement and professional learning. Teachers engage in ongoing reflection and peer review. There is a focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.         | There is a strong culture of continuous improvement and professional learning. Teachers engage in ongoing reflection and peer review. There is a focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.         |
| 1.3. Leadership and Resource Strategies  | Leadership is effective in driving the school's vision and mission. Resources are allocated effectively to support the school's goals. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility. | Leadership is effective in driving the school's vision and mission. Resources are allocated effectively to support the school's goals. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility. | Leadership is effective in driving the school's vision and mission. Resources are allocated effectively to support the school's goals. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility. | Leadership is effective in driving the school's vision and mission. Resources are allocated effectively to support the school's goals. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility. |
| 1.4. Student Achievement                 | Students demonstrate high levels of achievement. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.   | Students demonstrate high levels of achievement. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.   | Students demonstrate high levels of achievement. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.   | Students demonstrate high levels of achievement. There is a strong focus on data-driven decision making and evidence-based practice. There is a strong culture of collaboration and shared responsibility.   |

The application provides tools the district can use to assist in the completion of the application. Appendix F provides a rubric the district and school can use to complete a needs analysis.

## CSDE Expectations

- **Bold Plans:** The CSDE is looking to fund truly transformative plans. The CSDE will award SIG funding through a competitive process with differential award amounts based on the boldness of the reform models and quality of the plans.
- **Conditions:** Districts must establish flexible working and operating conditions that are conducive to high-quality teaching and learning, and transforming the status quo.
- **Capacity:** Districts must work with the CSDE to identify highly effective turnaround leaders and staff. Turnaround often requires an infusion of capacity and expertise; therefore, the CSDE encourages districts to collaborate with external partners.
- **Accountability:** SIG schools must participate in ongoing progress and performance monitoring with the CSDE.



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The CSDE has certain expectations for applicants and recipients of SIG grants which is reflected in the grant review process.

- **Bold Plans:** The CSDE is looking to fund truly transformative plans. The CSDE will award SIG funding through a competitive process with differential award amounts based on the boldness of the reform models and quality of the plans.
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- **Accountability:** SIG schools must participate in ongoing progress and performance monitoring with the CSDE.

The CSDE will review applications to ensure all components are completed and will rate the applications using an established rubric.

# Application Parts, Sections, and Components

awarded to only those applicants submitting well-developed applications and transformative plans.



## C: Part I: LEA Strategy

**Directions:** Part I of the 1003(g) SIG application requires the district to describe its strategy and structure to support school turnaround efforts at the district level. Specifically, LEAs must describe central office capacity to support low-performing schools, conditions that will enable bold reform, ongoing monitoring and accountability structures, and a sustainable and thoughtful financial resourcing strategy. Please respond to all components in each of Sections 1-4 of Part I: LEA Strategy. Part I responses should not exceed 10 pages. **LEAs pursuing the closure model need only complete A. Cover Page (page 9) and the F. School Closure Application (page 17).**

**Section 1: LEA Capacity and Organizational Structure.** The LEA must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools.

- Component 1. Describe the district's strategy, theory of change, or approach as pertaining to school turnaround. If the district is a part of the CSDE Alliance Districts, ensure alignment to the district's Alliance District plan.
- Component 2. Provide a clear overview of the LEA's capacity and staffing structure to support its lowest-performing schools. Specifically, describe the supports and technical assistance provided by the LEA to its low-performing schools.
- Component 3. Describe the district's readiness and capacity to support school turnaround, identifying organizational strengths and weaknesses.
- Component 4. Identify external partners supporting turnaround efforts, if applicable. The LEA must also complete Appendix E if the Restart or Whole-School Reform models are proposed.



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Let's take a look at the structure of the application. Parts I (LEA/district strategy) and II (school plan) both ask LEA's to provide narrative responses to questions.

# Application Parts, Sections, and Components

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Parts I and II are divided into Sections. It is important to complete each section of each part of the application.

# Application Parts, Sections, and Components

## C: Part I: LEA Strategy

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Note that each section asks the LEA/district to address multiple components. It is important to address each of the listed components in the LEA's response.

# Application Appendices

## G. Appendices

### APPENDIX A: ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

School Name: \_\_\_\_\_ District: \_\_\_\_\_

1003(g) SIG school progress is measured against the leading and lagging indicators identified in the chart below. Under the "Baseline and Historic Data" columns, please enter school data for each of the past three years. Please note that "Performance Targets" are subject to approval by the CSDE.

| Performance Indicators   | Baseline and Historic Data |         |         | Performance Targets |         |         |         |         |
|--|----------------------------|---------|---------|---------------------|---------|---------|---------|---------|
|  | 2013-14                    | 2014-15 | 2015-16 | 2016-17             | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Student enrollment   |                            |         |         |                     |         |         |         |         |
| Number of minutes in the school year   |                            |         |         |                     |         |         |         |         |
| Average daily attendance rate  |                            |         |         |                     |         |         |         |         |
| Chronic absenteeism rate   |                            |         |         |                     |         |         |         |         |
| Number of in-school suspensions  |                            |         |         |                     |         |         |         |         |
| Number of out-of-school suspensions  |                            |         |         |                     |         |         |         |         |
| Number of expulsions   |                            |         |         |                     |         |         |         |         |
| Graduation Rate (HS only)  |                            |         |         |                     |         |         |         |         |
| Dropout rate   |                            |         |         |                     |         |         |         |         |
| Number of students completing advanced coursework (e.g., AP, IB, early-college high schools, or dual enrollment classes) (HS only) |                            |         |         |                     |         |         |         |         |
| Teacher attendance rate  |                            |         |         |                     |         |         |         |         |
| Percent of teachers rated "Exemplary" as a proportion of the total numbers of teachers employed at the school                      |                            |         |         |                     |         |         |         |         |



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The application will not be accepted for review without the submission of the completed appendices. Appendix A asks for baseline and historic data along with proposed performance targets for a set of metrics the state will use to determine progress during its annual review.

# Application Appendices

## APPENDIX C: IMPLEMENTATION TIMELINE

School Name: \_\_\_\_\_ District: \_\_\_\_\_

**Directions:** Please provide a brief narrative explaining the strategies for which the LEA proposes to invest 1003(g) SIG funds to execute the school improvement plan throughout the proposed grant period. Include progress metrics in the form of S.M.A.R.T. (specific, measurable, attainable, results-oriented, time-bound) goals.

| Planning/Pre-Implementation Year (Optional) |                   |
|---|-------------------|
| Strategies:                                 | Progress Metrics: |
| 1.  |                   |
| 2.  |                   |
| 3.  |                   |
| 4.  |                   |
| 5.  |                   |

| Year 1 Implementation |                   |
|-----------------------|-------------------|
| Strategies:           | Progress Metrics: |
| 1.                    |                   |
| 2.                    |                   |
| 3.                    |                   |
| 4.                    |                   |
| 5.                    |                   |
| 6.                    |                   |



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Appendix C asks for a timeline of implementation of specific SIG interventions and strategies. For each of the interventions the school plan proposes, the application asks the LEA/district to describe progress metrics it will use to monitor implementation and student achievement results.

# Application Appendices

## APPENDIX D: STATEMENT OF ASSURANCES

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STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: 1003(g) School Improvement Grant (SIG)

THE APPLICANT: \_\_\_\_\_ HEREBY ASSURES THAT:

\_\_\_\_\_  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;



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Appendix D asks for the district to provide a signed Statement of Assurances.



# Application Appendices

## APPENDIX E: EVALUATION OF EXTERNAL PARTNERS

School Name: \_\_\_\_\_ District: \_\_\_\_\_

**Directions:** Complete Appendix E only if the restart model or the whole-school reform model is the selected 1003(g) SIG school reform model.

### Part I: Partner Profile and Contact Information

|   |  |
|---|--|
| Organization Legal Name:  | Organization Street Address:   |
| CEO/President Name:   | CEO/President Email Address:   |
| Contact Person Name/Title:  | Contact Person Email Address:  |
| Type of Provider:   | Grade-Level Experience (Check all that apply):   |
| <input type="checkbox"/> For-profit<br><input type="checkbox"/> Non-profit<br><input type="checkbox"/> Business (public or private)<br><input type="checkbox"/> Sole Proprietorship<br><input type="checkbox"/> Limited Liability Corporation<br><input type="checkbox"/> General or Limited Partnership<br><input type="checkbox"/> Community-Based Organization | <input type="checkbox"/> Elementary<br><input type="checkbox"/> Middle/Junior High<br><input type="checkbox"/> High  |
|   | Expertise with Student Populations (Check all that apply):   |
|   | <input type="checkbox"/> English language learners<br><input type="checkbox"/> Students with disabilities<br><input type="checkbox"/> Gifted and talented students |



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Appendix E is **only required for applicants proposing the Restart or Whole-School Reform models**. This allows the state to determine whether the district has completed a rigorous review of proposed external partners. It also ensures that the district has selected an external partner that meets requirements set by the SIG grant.

Be sure to complete all of the parts, sections, components, and applicable appendices of the application.

# Excel Budget Workbook

100% SIG BUDGET PROPOSAL WORKBOOK

|   | Budget Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-------------|--------|--------|--------|--------|--------|
| 000 Personnel Services - Salaries                 | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Personnel Services - Employee Benefits        | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Personnel Services - Professional Fees        | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Purchased Professional and Technical Services | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Purchased Property Services                   | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Other Purchased Services                      | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Supplies                                      | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Property                                      | 1           | 1      | 1      | 1      | 1      | 1      |
| 000 Other Objects                                 | 1           | 1      | 1      | 1      | 1      | 1      |
| Total SIG Budget Proposal                         | 1           | 1      | 1      | 1      | 1      | 1      |



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Don't forget to include the Excel budget workbook with your application submission.

Note that there is a sheet for each of the three to five years for which the school is applying.

Go directly to the sheets for the years for which you are making application. As you fill in the budget, the Budget Cover Page will self-populate.

# Application Rubric

## APPENDIX G: FY15 AND FY16 1003(g) SCHOOL IMPROVEMENT GRANT LEA APPLICATION RUBRIC

1003(g) SIG applications will be evaluated using the criteria shown below. Each Section of the application will be rated from 0 to 3 points. Sections of the 1003(g) SIG applications are weighted differently. Each section will be scored from 0 to 3 and multiplied by the weight factor indicated below. Plans can receive up to 96 possible points. 1003(g) SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.

**Application Components**  
The LEA has included all required components of the 1003(g) School Improvement Grant (SIG) application, and the school's plan incorporates all requirements of the selected 1003(g) school model. Should the school score 0 points on either of the two indicators, the application will not be considered for award.

| Indicator  | 0 Points  | 1 Point | 2 Points | 3 Points  | Indicator Weight | Weight Factor | Weighted Point Potential |
|--|---|---------|----------|---|------------------|---------------|--------------------------|
| Items submitted include:<br>Application cover page, Part I: LEA Strategy (maximum of 20 pages), Part II: School Plan (maximum of 20 pages), School Closure Application, if applicable (maximum of 5 pages), Excel Budget Workbook, Flexible Work Rules; Appendix A: Metrics and Performance Targets; Appendix C: Implementation Timeline; Appendix D: Statement of Assurances, and, Appendix E: External Evaluation of Partners Form (if applicable). If the School Closure Model is selected, the LEA must submit only the Application Cover Page and the School Closure Application. | The LEA has not included all ten components of the application. Part I, Part II and/or the School Closure Application exceed the maximum number of allowable pages. The cover page and/or Statement of Assurances do not include required signatures. |         |          | The LEA has included all ten components of the application. Part I, Part II and/or the School Closure Application do not exceed the maximum number of allowable pages. The cover page and/or Statement of Assurances include required signatures. |                  |               | 1                        |
| The LEA has proposed a school plan and LEA capacity and structure that will lead to successful implementation of all interventions required by the selected 1003(g) SIG school reform model. Refer to pages 3-7 of the School Improvement Grant  | The LEA application does not describe how the LEA will implement all required elements of the selected school model.  |         |          | The LEA application describes how the LEA will implement all required elements of the selected school model.  |                  |               | 1                        |



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Appendix G of the application provides you with the rubric the state will use to evaluate applications. Since the grant is awarded in a competitive process, with priority given to the most needy schools, the state will evaluate each application individually against the rubric. Applicants will be ranked by score received. Awards will then be made with the highest scoring applications given priority.

The rubric begins by providing a score for completion of required application parts, sections and components. If the LEA/district scores a "0" at the beginning of the review, its application is deemed incomplete and will not be reviewed.

# Application Rubric

|   |  |  |  |   | Total Points for Part I: LEA Strategy |               |                     |
|---|--|--|--|---|---------------------------------------|---------------|---------------------|
| Part II. The LEA must develop a comprehensive and bold plan to improve student achievement which first identifies school needs and opportunities to select an appropriate school reform model and then articulates strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all the requirements under the selected reform model.   |  |  |  |   |                                       |               |                     |
| Indicator   | 0 Points   | 1 Point  | 2 Points   | 3 Points  | Indicator Score                       | Weight Factor | Point for Indicator |
| <p><b>Section I. Needs Analysis.</b> The LEA must describe the needs analysis informed by the school audit, referencing the School Turnaround Rubric, and summarizing the school's strengths and needs based on a root cause analysis. The LEA must describe the process used to complete the needs analysis, including how family and community stakeholders were engaged in the process and how the specific needs of family and community were identified.</p> | <p>A needs analysis was not conducted for the school, or the needs analysis did not reference the School Turnaround Rubric. The LEA provided limited or no information on the process used to assess the school, including instruments used and stakeholder participants. The needs analysis did not clearly identify the needs of families and the community and/or did not adequately consider family and community input.</p> | <p>The LEA conducted a needs analysis using the School Turnaround Rubric that identifies school needs but does not relate these needs to deficiencies in student achievement or does not address root causes for the deficiencies. The summary of school strengths and growth areas is limited to a list without specific explanation. The LEA provides a general overview of the process used to conduct the needs analysis which does not sufficiently describe a process for analyzing assessment findings. The LEA provides only a list of stakeholder participants involved in the process without sufficiently describing how family and community members participated in the needs analysis. The needs analysis does not clearly</p> | <p>The LEA conducted a rigorous needs analysis using the School Turnaround Rubric. The needs analysis evaluates strengths and deficiencies in student achievement to identify clear needs and implies a general connection between how the identified need will result in increased student achievement. The LEA has identified a root cause for each deficiency which is limited in scope or only describes symptoms of the problem without identifying all possible causal effects. The LEA provided an overview of the processes used to assess the school, providing a list of stakeholder participants along with the role each served and the number, agenda topics, and dates of meetings held to</p> | <p>The LEA conducted a rigorous needs analysis that evaluates the strengths and deficiencies in student achievement. The needs analysis identifies clear strengths and needs and describes a clear, logical connection between how addressing the identified needs will result in increased student achievement. The LEA identifies the root cause for each deficiency and defines the problem from the school data and audit, and identifies all possible causal factors. The LEA provides an overview of a specific and effective needs analysis process and describes a range of perspectives from all LEA, school, family, and community stakeholders. The LEA provides the list of</p> |                                       | 2             |                     |



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Each application section has criteria for review. You see here the indicator with a brief summary of the section and then four sets of criteria with attached scores from 0 to 3 points.

# Application Rubric



|   |   |   |   |  | Total Points for Part 1: LEA |               |                     |
|---|---|---|---|--|------------------------------|---------------|---------------------|
| Part 1: School Plan   |   |   |   |  |                              |               |                     |
| The LEA must provide a comprehensive and bold plan to improve student achievement which first identifies school needs and opportunities to select an appropriate school reform model and then articulates strategies to enhance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all the requirements under the selected reform model.  |   |   |   |  |                              |               |                     |
| Indicator   | 0 Points  | 1 Point   | 2 Points  | 3 Points   | Indicator Score              | Weight Factor | Point for Indicator |
| Section 1. Needs Analysis. The LEA must describe the needs analysis informed by the school audit, referencing the School Turnaround Rubric, and summarizing the school's strengths and needs based on a root cause analysis. The LEA must describe the process used to complete the needs analysis, including how family and community stakeholders were engaged in the process and how the specific needs of family and community were identified. | A needs analysis was not conducted for the school, or the needs analysis did not reference the School Turnaround Rubric. The LEA provided limited or no information on the process used to assess the school, including instruments used and stakeholder participants. The needs analysis did not clearly identify the needs of families and the community and/or did not adequately consider family and community input. | The LEA conducted a needs analysis using the School Turnaround Rubric that identifies school needs but does not relate these needs to deficiencies in student achievement or does not address root causes for the deficiencies. The summary of school strengths and growth areas is limited to a list without specific explanation. The LEA provides a general overview of the process used to conduct the needs analysis which does not sufficiently describe a process for analyzing assessment findings. The LEA provides only a list of stakeholder participants involved in the process without sufficiently describing how family and community members participated in the needs analysis. The needs analysis does not clearly | The LEA conducted a rigorous needs analysis using the School Turnaround Rubric. The needs analysis evaluates strengths and deficiencies in student achievement to identify clear needs and implies a general connection between how the identified need will result in increased student achievement. The LEA has identified a root cause for each deficiency which is limited in scope or only describes symptoms of the problem without identifying all possible causal effects. The LEA provided an overview of the processes used to assess the school, providing a list of stakeholder participants along with the role each served and the number, agenda topics, and dates of meetings held to | The LEA conducted a rigorous needs analysis that evaluates the strengths and deficiencies in student achievement. The needs analysis identifies clear strengths and needs and describes a clear, logical connection between how addressing the identified needs will result in increased student achievement. The LEA identifies the root cause for each deficiency and defines the problem from the school data and audit, and identifies all possible causal factors. The LEA provides an overview of a specific and effective needs analysis process and describes a range of perspectives from all LEA, school, family, and community stakeholders. The LEA provides the list of |                              | 2             |                     |



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Notice that each section is weighted. There are 96 possible points.

## Final Questions?

Type your questions into the chat bar.



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As I wait for any final questions you may have about the SIG grant and its application, please allow me to stress the importance of responding to all sections of the grant.

Be sure that you adhere to guidance about page limits. Part I: The LEA strategy is restricted to 10 pages. Part II: School Plan is restricted to 20 pages. If you are selecting the School Closure model, you are limited to 5 pages.

## Contact Information

Leslie Carson  
Turnaround Office  
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860-713-6796

Federal guidance on the final requirements that govern the process that states must use to award SIG funds to eligible districts can be found at:

<http://www2.ed.gov/programs/sif/index.html>



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If you find yourself with questions after the webinar, please free to contact me. If you are representing an Alliance District, you may also contact your Turnaround Office designated point of contact.

If you are interested in reading the federal guidance on the final requirements that govern the process that states must use to award SIG funds, please go to the Web site on this slide.

My colleagues in the Turnaround Office and I thank you for your kind attention. We look forward to receiving your completed applications on July 29<sup>th</sup>.