

LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION


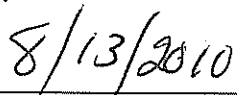
SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as

School Name and code Keidan Special Education Center #09594	District Name and Code Detroit Public Schools #82010
Model for change to be implemented: Transformational Model	

a guide in the thought process. Please submit this form with the application.

School Mailing Address: 4441 Collingwood, Detroit MI 48204	
Contact for the School Improvement Grant: Name: Yvette Pinchem-Stewart Position: Principal Contact's Mailing Address: 4441 Collingwood, Detroit MI 48204 Telephone: (313) 873-9400 Fax: (313) 873-9352 Email address: yvette.pinchem-stewart@detroitk12.org	
Principal (Printed Name): Yvette Pinchem-Stewart	Telephone: (313) 873-9400
Signature of Principal: X 	Date: 
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

Keidan Special Education Center services students with cognitive impairments ranging from moderate (MOCI), to severe (SCI), to multiple (SXI) to autism (ASD). Our students take the MI-ACCESS test to measure their yearly progress. Test results are derived from progress as measured by state of Michigan Extended Grade Level Content Expectations (EGLCEs). Students take the Participation and Supported Independence (P/SI) portions of the test only. Although many students attained and surpassed the participation level an appropriate number of students, as determined by the state level of performance indicators, did not meet the expected targets. Among our student population are students so profoundly severely and multiply impaired that we do not have tools that can adequately and consistently measure academic progress. Consequently, careful disaggregation of the data and a review of best practices in neighboring districts, there is a need to adjust the curriculum and incorporate adapted communication and assistive technology devices.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group	Reading – ELA only			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)						
Race/Ethnicity (<10% Data Unavailable)						
Students with Disabilities: Each percentage is reflective of students who attained and surpassed the required target for Supported Independence(SI)	MI-Access-SI Grade 8 73.5% Grade7 73.4% Grade6 85.7% Grade5 58.3% Grade4 62.5% Grade3 67.7%	MI Access-SI Grade 8 60% Grade7 53.3% Grade6 100% Grade5 60% Grade4 66.6% Grade3 66.7%	MI Access-SI Grade8 41.2% Grade7 80% Grade6 88.9% Grade5 62.5% Grade4 100% Grade3 100%	MI Access-SI Grade 8 64.7% Grade7 73.3% Grade 6 71.5% Grade 5 75% Grade 4 75% Grade 3 83.4%	MI Access-SI Grade 8 80% Grade7 46.7% Grade6 92.4% Grade 5 80% Grade4 77.8% Grade3 66.7%	MI Access-SI Grade 8 43.7% Grade7 80% Grade6 88.9% Grade 5 75% Grade 4 100% Grade 3 100%
Limited English Proficient (LEP) (<10% Data Unavailable)						
Homeless (Data Unavailable)						
Neglected & Delinquent (NA)						
Migrant (NA)						
Gender (<10% Data Unavailable)						
Male						
Female						

Aggregate Scores						
State						

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
	208* at time of data available. 205 at end of school year.								
SES Would this include services like OT, PT, nursing, etc?	0 Requesting Additional Services in Grant.	Absents due to illnesses and major medical emerg.		0	0	0	0		
Race/Ethnicity	Native American 1 Asian Pacific 3 African American 176 Hispanic 13 Caucasian American 15	Absents due to illnesses and major medical emerg.		0	0	0	0		
Disabilities: ASD, MOCI, SXI, SCI	208	Absents due to illnesses and major medical emerg.		0	0	0	0		
LEP	6			0	0	0	0		
Homeless	0 * 152 or 74% below poverty level			0	0	0	0		
Migrant	0			0	0	0	0		
Gender				0	0	0	0		
Male	135			0	0	0	0		
Female	73			0	0	0	0		
Totals	208			0	0	0	0		

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
	208	0	NA Elementary age students with disabilities only	205 2 students died from health related concerns. 1 student moved.	Balanced by the end of school year	Only deceased students
SES		0				
Race/Ethnicity		0				
Disabilities	208 - 100%	0		205	0	0
LEP		0				
Homeless		0				
Migrant		0				
Gender		0				
Male		0				
Female		0				
Totals		0	0		0	0

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
Pre-School – 8	10 Kindergarten age students. *We have Preschool age students All students have Cognitive Impairments	0 All Students have Cognitive Impairments	0 All students have Cognitive Impairments	No High School age students enrolled.	0	0	

Students at Keidan Special Education Center are placed according to their disability and their age. Below is a chart that identifies are students enrollment in their appropriate placement.

MOCI <i>Moderately Cognitively Impaired</i>		SXI <i>Severely Multiply Impairment</i>		SCI <i>Severely Cognitively Impaired</i>		ASD <i>Autistic Spectrum Disorder</i>		B/VI <i>Blind/ Visually Impaired</i>	
Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age
Pre-School- K	3-5	Pre-School- K	3-5	1-5	6-10	K-5	5-10	Pre-School- 5	4-10
K-3	6-8	1-5	6-10	6-8	11-14	6-8	11-14		
3-6	8-11	1-5	6-10						
3-6	8-11	1-5	6-10						
3-8	8-12	1-5	6-10						
4-7	9-12	6-8	11-14						
4-8	9-14	6-8	11-14						
6-8	11-14								
6-8	11-14								
Total Enrollment:		Total Enrollment:		Total Enrollment:		Total Enrollment:		Total Enrollment	
119		56		18		10		4	

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	0 All Students with Cognitive Impairments	0 All Students with Cognitive Impairments	0 All students with Cognitive Impairments	0 Students too young. Pre-vocational skills are part each class	
7	0 See Above	0 See Above	0 See Above	0 See Above	
8	0 See Above	0 See above	0 See Above	0 See Above	
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.)			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected transformational model for improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Keidan Special Education Center staff is committed to making immediate and targeted changes that will significantly improve student achievement at our school, which serves students who are moderately and severely cognitively impaired, severely multiply impaired, with autistic spectrum disorder. Keidan staff is committed to a series of change strategies. By signing an annual contract they show their commitment to work collaboratively to develop an achievement-focused school culture. The Keidan Special Education Center Transformation Plan includes:

- Shared information on the requirements of the Transformation model with staff at a faculty meetings in July and August;
- Convening the leadership team and school community members to determine most urgent needs and the transformation strategies to address those needs;
- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies proven to impact student learning;
- Monitoring and measuring changes in professional practice through the continuous use of technology-enabled classroom walkthroughs, reflective faculty discussions and development of data-informed action plans;
- Developed and submitted a three year Transformation Plan that addresses strategies to improve:
 - i. Teacher and School Leader Effectiveness
 - ii. Comprehensive Instructional and Assessment Reform Strategies
 - iii. Extended Learning Time and Creating Community-Oriented Schools
 - iv. Operating Flexibility and Sustained Support
- Detroit Public Schools and School Leadership sent a detailed description of the Priority Schools initiative and the Transformation Intervention Plan (TIP) to inform school stakeholders of efforts to increase student expectations, improve school climate and improve student achievement

2. Explain the school's ability to support systemic change required by the model selected.

Leadership and staff at Keidan Special Education Center are poised to implement the strategies identified in the Detroit Priority Schools Initiative and their Transformation Plan. In 2009, Mrs. Yvette Pinchem-Stewart, Principal, was assigned to the school and began working

with staff and community to build support for higher expectations at the school. In August 2010, all instructional staff were interviewed and asked to make a full commitment to the components of the Detroit Priority School Initiative and the activities identified in the schools Transformation Plan. Instructional Staff not willing to make this commitment are being assigned to other non-priority schools. Assignment of current staff will be based on their willingness and desire to support the innovative and bold strategies needed to support school Transformation at Keidan Special Education Center.

Additionally, Mrs. Pinchem-Stewart and the school leadership team completed an assessment of school needs, identified members of a school leadership team, and created an action plan to drive necessary change in the system.

School leadership and staff have made a commitment to advance the work already started and to map out additional strategies and staff positions to support full transformation efforts:

- Executive coaching for school principal and leadership team
- Job-embedded instructional coaching
- Coordination of professional development plan
- Strategies and tools to integrate technology-based interventions
- Enhance transition programs and services
- Strategies to increase family and community engagement
- Appointment of critical staff members that include:
 - Dean of Students/Data Specialist
 - Adaptive Technology Specialist
- Through Communities and Schools, create sustained partnerships with community agencies that include but not limit student community based experiences
- Through the Guidance Center, create an environment that meets the social, emotional, and health needs of students and families throughout their developmental stages
- Restructure school day to provide extended instructional time for the MOCI student population and provide for flexible scheduling for SXI and SCI students to better meet their educational needs
- Extend the school day to provide professional development opportunities for parents and staff to collaborate for enhanced instruction.

3. Describe the school’s academic in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/ MME/Mi-Access).

As indicated in the chart below, the performance of Keidan students who took MI-Access in the area of Supported Independence showed areas of regression from year to year. Although these areas are minimal we are working to increase the rigor in our curriculum and effectively align all student learning to the EGLCE appropriate for each grade.

Reading – ELA only			Math		
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10

MI-Access-SI Grade8 73.5%	MI Access-SI Grade 8 60%	MI Access-SI Grade8 41.2%	MI Access-SI Grade 8 65.7%	MI Access-SI Grade 8 80%	MI Access-SI Grade 8 43.8%
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Grade7 73.3%	Grade7 53.3%	Grade7 80%	Grade7 73.3%	Grade7 46.7%	Grade7 80%
Grade6 85.7%	Grade6 100%	Grade6 88.9%	Grade 6 71.4%	Grade6 92.3%	Grade6 88.9%
Grade5 58.3%	Grade5 60%	Grade5 62.5%	Grade 5 75%	Grade 5 80%	Grade 5 75%
Grade4 62.5%	Grade4 66.7%	Grade4 100%	Grade 4 75%	Grade4 77.8%	Grade 4 100%
Grade3 67.7%	Grade3 67.7%	Grade3 100%	Grade 3 83.3%	Grade3 66.7%	Grade 3 100%

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Several members of the School Improvement Team have made the commitment of participating in Data Driven Decision Making workshops, as evidenced by our attendance in the Data4SS training given in of 2010. Our goal is to train staff on how to access our school data and disaggregate its meaning. Our use of data along with the latest research on best practices for cognitively impaired students will drive our decisions on how to modify the curriculum to best meet the needs of our students.

Keidan is committed to utilizing current research based instructional programs. Utilizing SIG funding, Keidan will appoint a Dean of Students/Data Specialist, Adaptive Technology Specialist plus instructional support from a designated educational agency and Eastern Michigan University to ensure that instructional programs are effective and result in greater student achievement.

A Rigor/Relevance Framework is a scientifically based instructional tool that will be implemented in all classrooms. Additionally, Keidan will use their School Improvement Team to continue to assess the needs of their special education programs and advance work to implement research-based strategies to improve student performance.

Decisions to use research-based programs to guide tiered instruction for all students will be based on MDE leading indicators and information will be collected, disseminated, and distributed to staff.

Our professional resource library will include scholarly articles and professional journals to provide staff access to scientifically based research.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Teachers in Keidan Special Education Center will have one (1) common preparation period per week for collaboration among staff with common area of student disability needs ie. MOCI, SXI, ASD and SCI. This common prep is in addition to the universal prep hour ever recives the last hour on Friday.

During the common prep teachers are to collaboratively plan for increased instruction. Their goal would be to examine student work and share teaching strategies. Additionally, the school will be accessible one hour before school starts.

Each area of disability; MOCI, SXI/SCI and ASD will collaborate as follows:

PreK, K, 1, and 2

3, 4, and 5

6, 7, and 8

Common planning time and collaborative opportunities will be used to drive student achievement. Parameters will map time allotted to objectives that include discussion and action on:

- Curriculum changes
- Development of effective lessons
- Selection of appropriate instruction
- Using adaptive technology
- Development and use of the state's new IEP process

Increasing collaboration and professional learning is a high priority at Keidan. This structure will be evaluated during the 2010-11 school year and the School Improvement Team modify and adjust as needed to continue to increase collaboration and planning efforts of all staff.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Keidan is currently collaborating with Visteon for our Family Fun Day, ATLAS for collaborative action research and planning, and First Circle for creative music and movement. Bridge Point donates essential supplies for teaching valuable daily living skills, Tappers donates new clothing and coats to our students for the past two years.

Currently, we are working to build ongoing, purposeful partnerships with Eastern Michigan University for professional development workshops for special education teachers and staff. We will continue meeting with model schools in Macomb and Oakland County to review best practices and model programs. We are researching programs offered through High Scope for support and professional collaboration. Additionally, we are working to include our parent LSCO organization in more hands on involvement in school activities and to reach out and offer more support for our parents.

We understand that to help families support their children's learning we must help them understand the school system, as well as information specific to their child's learning and their important role as parents. To enhance support to families, Keidan will:

- Provide workshops and information that helps families' understand their child's development and how to support the challenges and developmental changes that their children face.
- Establish a parent/community room during the day to support parent who have additional need of assistance with working with their child.
- Communicate, following a set schedule, with parents about school programs and student progress using a variety of techniques including two-way communication involving and exchange of ideas and information

- Establish a parent/community volunteer program to assist with mentoring, tutoring, administrative tasks, and helping with school beautification projects.

Keidan will also provide ongoing mechanisms for family and community engagement through Communities in Schools (CIS). CIS will:

- Develop parent/community partnerships to support Transformation Interventions
- Increase parent and community participation in school-wide decision and events
- Leverage business and community partnerships to secure additional financial resources that support the Transformation Interventions
- Develop a Community Outreach action plan to bring agencies and resources to Keidan. Agencies include:
 - Department of Health
 - Dental/Medial services
 - Wayne County Neighborhood Legal services

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

As a transformation school Keidan Special Education Center is committed to providing our student with current best practices materials. Our special need students will benefit from using augmented communication devices that allow them to effectively communicate their needs during instruction. Assistive technology such as the “satalight” adjustable Smartboard allows our wheelchair students access to touch screen computer/website driven lessons.

The proposed activities to drive, support and sustain this goal are:

- **Transformation Leadership** – building the capacity of the leadership as successful transformed leaders who effectively mount, support, and sustain research-based change strategies and practices
- **Effective Teaching** – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom
- **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational, and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions, and measure their impact.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

1. Currently, no systematic formative assessment model is in place at Keidan Special Education Center. However our School Improvement Team along with our Faculty Study Groups have begun the process of selection, modify and implementation of formative and summative assessments that will be used for the 2010-2011 school year. Our plan is specialized to reflect the uncommon measures used for students with severe disabilities (e.g. showing physical awareness of an object for 10 seconds). Our plans also include using alternative assessments that meet IEP demands, but that can track progress over time in all academic areas. This data will be a critical piece for us to improve the instructional strategies we use with students who are unable to take the MI-Access assessment required by the state.

ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The staff will be trained in the disaggregating of MI-Access data as a needs assessment for curriculum adjustment and student goal identification. Progress monitoring will be ongoing with initial, medium, and summative tools for measuring student progress.

Keidan Special Education Center will use data from MI-Access and our proposed data system of alternative assessments to realign and improve our School Improvement Plan. Through professional development and implementation of our newly devised instructional strategies we will focus our goals to best address the needs of our sub groups to better monitor progress

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Keidan Special Education Center staff will incorporate a Lesson Study technical assistance approach to school improvement. Lesson

Study is a collaborative process for teachers to develop, deliver, and debrief a lesson together and decide the next steps to improve student learning. Teachers with a “common teaching” focus will plan, conduct, observe, evaluate and improve a specific research lesson using structured protocols.

Common teaching refers to the Lesson Study recommended for teachers to participate by the same:

1. Student data that identifies improvement needs
2. Cognitive area (MOCI, SXI, SCI, AI)
3. Schedules and planning times (additional considerations).

The intent is to have a lesson that all the teachers in a group can use with their students.

This ongoing method to improve instruction focuses on structured observation of students and their work as a result of collective improvements to the lesson over time by all the teachers in the group. Teacher groups will be formed by disciplines and grade/age levels. The groups are encouraged to begin with lessons from the MAASE curriculum materials developed for students in Center Based programs.

Teachers should meet every 10 – 15 days. October, January and April are the recommended months to start each of three proposed cycles.

The groups will complete three lesson study cycles in the process.

The length of each cycle is a 6 – 8 week period.

Visitation to Center Based schools who were instrumental in the development of the lessons will occur a minimum of once a month.

- iv. *Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.*

Keidan is committed to adhere to the NCSD process standards for staff development as follows:

Use disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. ([Data-Driven](#))

Use multiple sources of information to guide improvement and demonstrate its impact. ([Evaluation](#))

Prepare educators to apply research to decision making. ([Research-Based](#))

Use learning strategies appropriate to the intended goal. ([Design](#))

Apply knowledge about human learning and change. ([Learning](#))

Provide educators with the knowledge and skills to collaborate.
([Collaboration](#))

In addition, Keidan is committed to working with NSDC to receive professional development for our staff using Dennis Sparks, [Designing Powerful Professional Development for Teachers and Principals](#), as a tool to empower staff to assume ownership for increased instruction.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Currently Keidan is receiving the assistance of a WCREA Coach who has been working with our SIP Leadership Team. Professional Development has been provided to assist the team with location and use of state assessment data. The Michigan Association of Administrators of Special Education has provided training on the NEW Michigan IEP, Principal Yvette Pinchem-Stewart has attended and staff training is required. The district is also providing a SIG coach to monitor implementation of our SIP.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
Polices/ Practices	In Place	Under Consideration	Not Needed

		Consideration	
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998