

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

ESEA, Title I, Part A, §1003(g)(1)

Under section 1003(g)(1) of the ESEA, the Secretary must "award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116." In awarding such subgrants, an SEA must "give priority to the local educational agencies with the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116." The regulatory requirements expand upon these provisions, further defining LEAs with the "greatest need" for SIG funds and the "strongest commitment" to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

LEA: _____ **Reviewer:** _____

Directions: Use the criteria below to review each *eligible* district and charter school Success Plan and Grant.

Required Components of Title I, 1003(g) District and Charter School Success Plan and Grant	Yes	No	N/A	Comments
Eligibility:				
1) LEA is applying for schools eligible under Tier I definition				
2) LEA is applying for schools eligible under Tier II definition				
3) LEA is applying for schools eligible under Tier III definition				
Evaluation – Success Plan:				
1) LEA has identified a mission				
2) LEA has identified a vision				
3) LEA has completed the needs assessment				
4) Needs assessment information is updated for all schools being served by SIG				
5) Needs include each of the academic reasons why each school is in improvement				
6) Needs include non-academic data that are clearly and logically linked to conditions that impact student achievement for each school				
7) LEA has included a goal for turning around the LEA’s lowest performing schools				
8) LEA has created a new SIG objective for each intervention chosen under the LEA’s Success Plan goal for turning around the LEA’s lowest performing schools				
9) LEA has included strategies directly related to each new SIG objective for each intervention chosen				
10) School specific formative measures and targets are added to each new objective created for each SIG intervention chosen				
11) School specific summative measures and targets are added to each new objective created for each SIG intervention chosen				

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Model Specific Evaluation – Restart Model:				
1) LEA demonstrates that the LEA has conducted a thorough search of possible EMOs/CMOs of which have indicated availability, interest and capacity to restart the identified school(s)				
2) LEA demonstrates a rigorous review process of the EMO/CMO’s reform plans and strategies				
3) LEA assures that the school will enroll all former students, within the grades the school serves, who wish to attend the school				
4) LEA identifies the grades the school will serve and the grade(s) the EMO/CMO will restart, ensuring that the SIG funds will only be used for the grade(s) under the restart model				
5) LEA assures the EMO/CMO contract will include language to hold the EMO/CMO accountable for complying with final requirements				
Model Specific Evaluation – School Closure:				
1) LEA provides a clear and detailed plan for ensuring students will be enrolled in a higher-achieving school within reasonable proximity to the closed school				
2) LEA assures that funds used to close a school will be used within one year				
3) LEA assures that funds are only allocated for costs related to school closure				
Model Specific Evaluation – Turnaround Model:				
1) LEA describes a process to replace the principal, provides rigorous criteria for new principal selection, and ensures the new principal sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
2) LEA assures participation in DPAS II-Revised to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students				
3) LEA describes a process and criteria for screening all existing staff				
4) LEA assures no more than 50% of existing staff will be rehired				
5) LEA includes multiple coordinated strategies to provide incentives and rewards to recruit, place and retain effective staff				

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6) LEA includes ongoing professional development opportunities, aligned with the school's comprehensive instructional program, that meet the state's definition of high quality professional development				
7) LEA describes a new LEA governance structure for the school(s) and describes LEA capacity to carry out additional authority and accountability				
8) LEA describes how the school will identify and implement an instructional program that is research-based, vertically aligned, and aligned with the State Standards				
9) LEA describes a process for the school staff to use student data on a continuous basis to inform and differentiate instruction				
10) LEA includes strategies to increase learning time				
11) LEA includes strategies to support student social-emotional and community-oriented service needs				
Model Specific Evaluation – Transformation Model:				
1) LEA describes a process to replace the principal and provides rigorous criteria for new principal selection				
2) LEA assures participation in DPAS II-Revised to measure the effectiveness of principal and staff				
3) LEA includes strategies to reward staff who are effective and to remove those who, after receiving ample support and opportunity to improve, have not done so				
4) LEA includes ongoing professional development opportunities, aligned with the school's comprehensive instructional program, that meet the state's definition of high quality professional development				
5) LEA includes multiple coordinated strategies to provide incentives and rewards to recruit, place and retain effective staff				
6) LEA describes how the school will identify and implement an instructional program that is research-based, vertically aligned, and aligned with the State Standards				
7) LEA describes a process for the school staff to use student data on a continuous basis to inform and differentiate instruction				

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8) LEA includes strategies to increase learning time				
9) LEA includes strategies to provide ongoing mechanisms for family and community engagement				
10) LEA includes strategies to grant the school sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
11) LEA describes how the LEA or other provider(s) will provide the school(s) with ongoing, intensive technical assistance and related support				
Evaluation – Capacity:				
1) LEA has identified at least one Tier I or Tier II school to serve (unless there are no Tier I or Tier II schools)				
2) LEA has identified all SIG-eligible state Partnership Zone schools to serve				
3) [Applicable only for LEAs not serving ALL eligible Tier I and Tier II schools] LEA has provided a clear and logical rationale for selecting the schools they will and will not serve, including staffing, fiscal, and other resource limitations				
4) LEA has provided clear and logical rationale linked to the specific school needs for the model chosen for each school served				
5) LEA has identified LEA-level staff members and their expertise in supporting each school				
6) LEA has identified outside experts and their expertise in supporting each school				
Evaluation – Budget:				
1) Budgeted items are clearly and directly linked to the strategies in the LEA’s SIG goal				
2) Budgeted items clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs)				
3) Budgeted items are necessary and reasonable for the proper and efficient performance and administration of the grant award				
4) Budgeted items are able to be fully expended during the grant period				
5) Budgeted items are of sufficient scope and amount to ensure strategy success				

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6) Budgeted items are allowable under ESEA cost principles and state law and regulation				
7) [Applicable only for LEA's wishing to carry out pre-implementation activities] Pre-implementation activities are identified as such and are necessary for the LEA to prepare for full model implementation during the next school year				
8) [Applicable only for LEA selecting the school closure model] Budgeted items are not more than one year in duration				
9) [Applicable only for LEA selecting the school closure model] Budgeted items are only allocated for costs related to school closure				
10) Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)				
Assurances:				
1) The LEA has signed off on all SIG assurances.				