School Improvement Grant 1003(g)

Requirements for Local Educational Agencies (LEAs) with Persistently Low-Performing Schools

LEAs with the Lowest 5 Percent

- Alachua (Tier I and II)
- Broward (Tier I)
- Collier (Tier I)
- Columbia (Tier II)
- Dade (Tier I)
- Duval (Tier I)
- Escambia (Tier I)
- Gadsden (Tier I)
- Hamilton (Tier I and II)
- Hardee (Tier II)
- Hendry (Tier II)
- Hernando (Tier II)
- Hillsborough (Tier I)
- Jefferson (Tier I)
- Lake (Tier II)
- Leon (Tier I)
- Levy (Tier II)
- Madison (Tier I)
- Orange (Tier I and II)
- Osceola (Tier II)
- Palm Beach (Tier I)
- Pasco (Tier II)
- Pinellas (Tier II)
- Polk (Tier I)
- St. Johns (Tier I)

Priority in Funding

- Greatest need for the funds
- Strongest commitment to implementing one of the four interventions

Funding

- $500,000 generated for each Tier I and II school
  - Tier III schools generate funds for Tier II schools
  - FDOE must apply for a waiver for Tier II
  - LEAs can allocate more than $500,000 to Tier I and II schools
- Funding is apportioned over three years

General LEA Requirements

- Analyze the needs of each Tier I and Tier II school and select the turnaround model, restart model, school closure, or transformation model to implement in each school

General LEA Requirements

- Demonstrate capacity to provide adequate resources and related support to implement fully and effectively the selected intervention
  - Adequate staff
  - Technical expertise
  - Sufficient monetary resources
  - Political climate
  - Technological infrastructure
  - Supply of qualified staff
  - Ability to recruit external providers
  - Ability to monitor implementation and provide sustained support
- Regional Executive Directors will assess each LEA's capacity

General LEA Requirements

- Develop a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school as well as to support school improvement activities in Tier III schools

Other Considerations

- Design and implementation of interventions consistent with the SIG requirements
- Ability to recruit, screen, and select external providers and to ensure quality
- Alignment of other resources
- Ability to modify practices or policies to enable implementation of the interventions fully and effectively
- Ability to sustain the reforms after the funding period ends

Interventions

- Turnaround
- Transformational
  - Can not be implemented in more than 50% of schools if LEA has nine or more Tier I and II schools
- Restart
- Closure

Turnaround

- Replace principal and 50% of core content teachers
- Replace other instructional staff
- Measure effectiveness of teachers
- Financial incentives, performance pay, increased opportunities for promotion, and more flexible work conditions
- Ensure school is not required to accept a teacher regardless of seniority
- High-quality, job-embedded professional development

Turnaround

- New governance structure
- Identify new or revised instructional program
- Florida's Continuous Improvement Model
- Response to Intervention (RtI)
- Increased learning time
- Social-emotional and community-oriented services and supports

Turnaround

- Increase rigor in secondary schools with appropriate supports to foster success
- Transition between elementary and middle and middle and high
- Parent notification, involvement, and parent/teacher conferences
- Full-day pre-kindergarten
- Coaches
- Professional development

Transformational

- Replace principal and school staff
- Rigorous, transparent, and equitable evaluation system for teachers and principals
- Identify and reward effective school leaders, teachers, and other staff
- High-quality, job-embedded professional development

Transformational

- Financial incentives, performance pay, increased opportunities for promotion, and more flexible work conditions
- Additional compensation to attract and retain effective staff
- System for measuring changes in instructional practices as a result of professional development

Transformational

- Identify new or revised instructional program
- Florida's Continuous Improvement Model
- Conduct periodic reviews to ensure fidelity of implementation of curriculum
- Response to Intervention (RtI)
- Inclusion
- Technology-based supports and interventions

Transformational

- Increase rigor in secondary schools with appropriate supports to foster success
- Transition between elementary and middle and middle and high
- Increase graduation rates through credit recovery, etc.
- Establish early-warning systems for at-risk students
- Increased learning time

Transformational

- Community-oriented schools
- Ongoing family and community engagement
- Improve school climate
- Increased school-level operational flexibility
- Parent notification, involvement, and parent/teacher conferences
- Full-day pre-kindergarten
- Coaches
- Professional development

Implementation Guidance

- If principal and staff were replaced in the last two school years and have data showing effectiveness, may not need to replace
- Core content teachers
  - Teachers with one or more academic class(es) in reading/language arts, mathematics, and science
- Other instructional staff
  - Instructional paraprofessionals
  - Assistant principals
  - Instructional coaches
  - Guidance counselors

Implementation Guidance

- Teacher effectiveness
  - 65% of students achieving learning gains on average over a three-year period
- Financial incentives
  - Stipends for professional development
  - Signing bonuses
  - Other recruitment activities

Implementation Guidance

- Job-embedded professional development
  - During the school day
  - Daily in elementary, by subject area in secondary
  - All grade-level and subject-area teachers participate at the same time
  - Include lesson study

Implementation Guidance

- Increased learning time
  - For all students
  - Increase number of minutes in the school day or number of days in the school year
  - Remediation and enrichment
- Community-oriented services
  - Partner with organizations to provide mentors, tutors, and volunteers

Implementation Guidance

- Increased rigor
  - Advanced coursework
  - Early-college high schools
  - Dual enrollment
  - Thematic learning academies
  - Career academies focused on STEM
- Transition programs
  - Summer transition programs
  - Freshman academies

Implementation Guidance

- Professional development
  - Response to Intervention
  - Positive Behavior Support
  - Lesson Study
  - Effective training of reading and mathematics coaches
  - New Standards
- Union negotiations
  - Memorandum of Understanding

Restart

- Charter management or educational management organization
- Rigorous review, selection, and evaluation process
  - Record of effectiveness
  - Compliance with SIG requirements
- Effective principals and teachers, common planning time, and continuous improvement
- All former students must have the opportunity to attend

Closure

- Transfer students to another high-performing school within reasonable proximity
- Communication with families and community
- Attendance zone changes
- Reassignment of teachers
- Monitor progress of reassigned students

Funding Renewal

- Over three years
- Schools must meet or make progress towards goals and leading indicators
- May require implementation of a new model if sufficient progress not made

Questions?

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