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Grant Overview

Who? Schools in Restructuring or Holding in Restructuring for 1-12 years that are not currently receiving School Improvement Grants (SIG) under Sec. 1003 (g) of Title I.

What? Title I School Support will continue technical assistance for schools in Restructuring or Holding in Restructuring for 1-12 years according to the Adequate Yearly Progress (AYP) list from 2015-16. The determining factors for AYP in 2015-16 were attendance for elementary and middle schools and graduation rate for high schools. Support will be determined through a grant process that supports schools in implementation of the Montana Literacy Plan (MLP) and Montana Mathematics Plan (MMP) components in order to increase student achievement and improve best practices within the school including the 7 Continuous Improvement Components: Instructional Leadership, Standards, Instruction and Intervention, Assessment and Data-based Decision Making, Professional Development, System-wide Commitment, and Community and Family Involvement.

Why? The Office of Public Instruction (OPI) under Title I, Part A, Sec. 1003a will fund local educational agencies that (1) serve lowest achieving schools, (2) demonstrate the greatest need, and (3) demonstrate the strongest commitment to making progress. We are moving to grant applications that demonstrate the above priorities to implement a more intensive and focused support system.

When? 2016-17 school year with possible continuation of funding up to four years total.

How? The goals will be achieved through onsite consulting two days/month for six months (September, October, November, January, February, and March) of the school year with a national consultant with expertise in literacy or mathematics, two-2 day trainings for the School Leadership Team (SLT) in Helena, onsite support from the OPI, and the use of an approved assessment and data system. Identification of Continuous Improvement Components (CIC) that are a part of your school's sustained practice and those your school is still exploring will be determined by the results from the Electronic Self-Assessment (ESA) for Literacy or ESA for Mathematics (ESA-M) depending on which area of focus your school chooses. Once your SLT has taken the ESA or ESA-M, a report indicating your stage within the CICs will be sent back to you for completing the application process.

Range of award? \$50,000-\$75,000

- Non-negotiable use of funds:
 - National Consultant's onsite support for two days each month in September, October, November, January, February and March.
 - An evidence-based assessment and data system recommended for screening, progress monitoring and diagnostic assessments (unless your district currently purchases an assessment that aligns to our program goals) to monitor project, school, grade level, and student level data. Examples of recommended evidence-based assessments for literacy or mathematics may be iStation, DIBELS Next, or MAP.
 - SLT attendance in monthly meetings—funds may be used for stipends outside the normal school day or for subs when the meeting is during the school day.

- SLT attendance at trainings in Helena—funds may be used for travel and accommodations (October 10-11, 2106, and February 6-7, 2017).
- Potential use of funds:
 - Substitutes for onsite training and/or training in Helena for SLTs.
 - Approved program materials purchases that align to the components of the MLP or MMP.
 - Any other approved resources and activities.

By applying, you are entering into a collaborative process of Title I School Support for the benefit of your school staff and students. With your signature, you are also agreeing that the OPI may use more than 5 percent of the Title I state-level set-aside funds for Title I School Support in the provision of direct services through the Statewide System of Support.

Steps for applying?

- #1: The SLT members read either the MLP or the MMP for a clear understanding of the CICs as the school's focus for the school year in mathematics or literacy. They are available on the following webpage <http://opi.mt.gov/Programs/TitlePrgms/SSoS.html>
- #2: The SLT will participate in the Title I School Support Grant webinar to learn about the requirements of the grant application the week of May 25, 2016. The webinar will be made available on the following webpage <http://opi.mt.gov/Programs/TitlePrgms/SSoS.html>
- #3: The SLT takes the ESA for Literacy or ESA-M June 1-3, 2016, based on the area of focus for support.
- #4: The SLT will submit the Letter of Intent to Lisa Griffin at lgriffin3@mt.gov by June 6, 2016, including signatures from superintendent, principal, and SLT members.
- #5: The ESA or ESA-M report will be emailed to the principal of the school by June 7, 2016.
- #6: The SLT will complete the application based on the report from the ESA that was sent to the principal. Parallel language in the application provides evidence that the MLP or MMP has been read.
- #7: The SLT will submit the application for review to Lisa Griffin at lgriffin3@mt.gov by June 24, 2016.
* * * * * **NO LATE applications will be accepted** * * * * *
- #8: The applications will be reviewed by approved reviewers the week of June 28-July 11, 2016.
- #9: Districts will be notified of funding the week of August 8, 2016.
- #10: Implementation will begin September 2016.

Required Documents?

- June 1-3, 2016—Complete ESA or ESA-M.
- By June 6, 2016—Complete and submit Letter of Intent with all necessary signatures.
- By June 24, 2016—Complete and submit application—**NO LATE** applications will be accepted

Selection Process? Schools will be grouped into three levels: elementary, middle school, high school. Each level will be prioritized from the highest application score to the lowest. Funded schools will be based on allowable funding and the balanced approach of supporting each level of schools.

(School Name) Electronic Self-Assessment Results for Title I School Support Grant Application

SCORES:

Exploring -> Beginning to Implement -> Implementing -> Beginning to Sustain -> Sustaining

		Evidence Required	Plan Required
Instructional Leadership			
Standards			
Instruction and Intervention			
Assessment and Data-Based Decision Making			
Professional Development			
System-wide Commitment			
Community and Family Involvement			

Please use this as a guide in completing the Title I School Support Grant Application

Title I School Support Application for Literacy

Continuous Improvement Component 1: <u>Instructional Leadership</u>				
Administration communicates a shared responsibility for student literacy outcomes.				
Administration engages leaders across the school community in continuous literacy improvement planning.				
Adequate fiscal resources are provided to support literacy improvement efforts.				
Instructional leaders have established, support, and lead a literacy leadership team.				
Instructional leaders support and monitor all instruction and intervention expectations.				
Instructional leaders set measurable goals for academic improvement and monitor progress toward these goals.				
Instructional leaders meet regularly to analyze school and student data to inform decisions about professional development, instruction, and intervention.				
Instructional leaders facilitate collaboration among staff with a focus on literacy achievement and effective literacy instruction.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				
Continuous Improvement Component 2: <u>Standards</u>				
Stage 1: The Montana Common Core Standards (MCCS) for each grade and subject area have been thoroughly studied and are understood.				
Stage 2: Curriculum has been aligned with the MCCS.				
Stage 2: Instructional materials are aligned with the MCCS.				
Stage 3: Assessments are aligned with curriculum and the MCCS.				
Stage 4: Educators design, adapt, and use evidence-based best practices to support effective delivery of the curriculum and assessments.				
Stage 4: A comprehensive scope and sequence is communicated and aligned to the MCCS.				
Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.				
Stage 5: Educators engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) alignment of curriculum and assessments.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				
Continuous Improvement Component 3: <u>Instruction and Intervention</u>				
Instructional materials and content are aligned to the MCCS.				
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.				

Instructional leaders ensure time for literacy instruction during the school day is a priority (e.g., minimum recommended 90 minutes of Tier I literacy instruction in primary grades, use of literacy strategies across subject areas, and additional time for interventions).				
Tiered instruction is clearly defined and implemented with fidelity.				
Additional support is provided for learners with Tier II and Tier III needs through intensified interventions (e.g., smaller group sizes, increased time, or varied instructional materials).				
Instructional leaders ensure that instructional materials are readily available for all instruction and intervention settings.				
Additional support is provided for learners with Tier II and Tier III needs through intensified interventions (e.g., smaller group sizes, increased time, or varied instructional materials).				
Technology is utilized to support student learning (e.g., software or digital devices which students use to learn, access, organize, and communicate information).				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 4: Assessment and Data-Based Decision Making

Assessment tools and procedures align to the MCCS.				
Comprehensive assessment system includes both formative and summative assessments.				
Collaborative teams use a specific protocol for examining student data and making instructional and intervention decisions (e.g., universal screening, progress monitoring, diagnostic, and outcome measures are defined by when, who, and where).				
Data is disaggregated by subgroups and provided to educators for instructional decision making in a timely and efficient manner.				
A comprehensive plan assesses the effectiveness of the instructional program and guides adjustments for improvement.				
Regularly scheduled data analysis discussions occur to assess and adjust ongoing learning (e.g., bi-weekly grade level meetings or data meetings).				
A data collection system is in place and technology support is available for continuous access of the data system.				
Assessors receive professional development on valid and reliable assessment administration and fidelity of assessment administration is verified (e.g., checklists, observations).				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 5: Professional Development

Professional development is aligned to the MCCS and is provided for staff across all content areas on explicit and systematic instruction in reading, writing, listening, and speaking.				
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Ongoing, job-embedded professional learning is provided in many ways to meet varying staff needs (e.g., coaching, professional learning communities, and peer mentoring, Web-based).				
Instructional leaders use multiple sources of student and school data when planning and implementing professional development.				
Individual, targeted professional growth plan structures are in place for staff based on observation data and staff needs.				
Structures are in place for providing professional development for new staff members.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 6: System-Wide Commitment

Instructional leaders set measurable goals for systemic academic improvement and monitor progress toward these goals annually.				
Community-based, collaborative partnerships coordinate services from Early Childhood to Higher Education to support literacy development of students (e.g., participate on literacy leadership team, plan shared professional development, and jointly participate in state-provided professional development).				
Common learning opportunities are provided for all literacy stakeholders to ensure smooth transitions as students move from one literacy setting to the next.				
Collaboration with all literacy stakeholders includes sharing of individual assessment results as students transition from one literacy setting to the next.				
Collaboration with all literacy stakeholders includes communication about children who are likely to need intervention services when they transition from one literacy setting to the next.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 7: Community and Family Involvement

Administration communicates literacy goals and expectations to stakeholders and collaborates to meet desired outcomes (e.g., stakeholders might include educators, families, community organizations, businesses, early childhood, local education agencies, higher education, and unions).				
Community-based, collaborative partnerships ensure supportive transitions from one literacy setting to the next.				
Parents and families are engaged as partners in ways that are culturally and linguistically sensitive.				
A coordinated system of support links families with local community resources to provide greater support for students in achieving literacy skills for career and college readiness.				
Families and community members are welcomed as volunteers to maximize student literacy learning.				
Local resources that support local literacy activities are recognized and encouraged.				

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Title I School Support Application for Mathematics

Continuous Improvement Component 1: <u>Instructional Leadership</u>				
Instructional leaders support and monitor all instruction and intervention expectations.				
Instructional leaders have established measurable goals for academic improvement that explicitly align to the Montana Common Core Standards (MCCS) and monitor progress toward these goals.				
Instructional leaders meet regularly to analyze school and student data to inform and convey decisions about professional development, instruction, and intervention.				
Instructional leaders communicate a shared responsibility for student mathematics outcomes.				
Instructional leaders engage leaders across the school community in continuous mathematics improvement planning.				
Adequate fiscal resources are provided to support mathematics improvement efforts.				
Instructional leaders establish, support, and lead a mathematics leadership team.				
Instructional leaders have established a culture of collaboration among staff with a focus on mathematics achievement and effective mathematics instruction.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				
Continuous Improvement Component 2: <u>Standards</u>				
Stage 1: The MCCS for each grade and subject area have been thoroughly studied and are understood.				
Stage 2: Curriculum has been aligned with the MCCS.				
Stage 2: Instructional materials are aligned with the MCCS.				
Stage 3: Assessments are aligned with curriculum and with the MCCS.				
Stage 4: A comprehensive scope and sequence is communicated and aligned to the MCCS.				
Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.				
Stage 5: Educators engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) alignment of curriculum and assessments.				
Stage 6: Educators have analyzed assessment results (e.g., Smarter Balance, curriculum assessments, and independent progress monitoring assessments) and processes are established to make systematic changes based on data results.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				
Continuous Improvement Component 3: <u>Instruction and Intervention</u>				

Instructional materials and content are aligned to the MCCS.				
Instructional materials and content include explicit and systematic instruction in numeracy, thoughtful planning around clusters, essential and supporting standards and disciplinary reading, writing, listening, and speaking in mathematics.				
Instructional leaders ensure time and access for mathematics instruction during the school day is a priority and adequate time and scheduling for mathematics interventions.				
Tiered instruction is clearly defined and implemented with fidelity.				
Additional support is provided for learners with Tier 2 and Tier 3 needs through intensified interventions (e.g., smaller groups sizes, increased time, or varied instructional materials).				
Instructional leaders ensure that instructional materials are readily available for all instruction and intervention settings.				
Technology is utilized to support student learning (e.g., software or digital devices that students use to learn, access, organize, and communicate information).				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 4: Assessment and Data-Based Decision Making

Assessment tools and procedures align to the MCCS.				
Comprehensive assessment system includes both formative and summative assessments.				
Collaborative teams use a specific protocol for examining student data and making instructional and intervention decisions (e.g., universal screening, progress monitoring, diagnostic, and outcome measures are defined by when, who, and where).				
Data is disaggregated by subgroups and provided to educators for instructional decision making in a timely and efficient manner.				
A comprehensive plan assesses the effectiveness of the instructional program and guides adjustments for improvement.				
Regularly scheduled data analysis discussions occur to assess and adjust ongoing learning (e.g., bi-weekly grade level meetings or data meetings).				
A data collection system is in place and technology support is available for continuous access of the data system.				
Assessors receive professional development on valid and reliable assessment administration and fidelity of assessment administration is verified (e.g., checklists, observations).				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 5: Professional Development

Professional development is aligned to the MCCS and is provided for staff across all content areas on explicit and systematic instruction in numeracy, thoughtful planning around clusters, essential and supporting standards and disciplinary reading, writing, listening, and speaking in mathematics.				
Ongoing, job-embedded professional learning is provided in many ways to meet varying staff needs (e.g., coaching, professional learning communities, peer mentoring, Web-based).				
Instructional Leaders use multiple sources of student and school data when planning and implementing professional development.				
Individual, targeted professional growth plan structures are in place for staff based on observation data and staff needs.				
Structures are in place for providing professional development for new staff members.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 6: System-Wide Commitment

Instructional leaders set regularly update measurable goals for systemic academic improvement and monitor progress toward these goals annually.				
Community-based, collaborative partnerships coordinate services to support mathematics development of students (e.g., participate on mathematics leadership team, plan shared professional development, and participate in state-provided professional development).				
Common learning opportunities are provided for all mathematics stakeholders to ensure smooth transitions as students move from one mathematics setting to the next (e.g., preschool to kindergarten and school to school).				
Collaboration with all mathematics stakeholders includes sharing of school and classroom vision and goals, as well as individual assessment results for each student as they transition from one mathematics setting to the next.				
Collaboration with all mathematics stakeholders includes communication about children who are likely to need intervention services when they transition from one mathematics setting to the next.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Continuous Improvement Component 7: Community and Family Partnership

Instructional leaders communicate mathematics vision, goals, and expectations to stakeholders and collaborate to meet desired outcomes (e.g., stakeholders may include educators, families, community organizations, businesses, early childhood, local education agencies, higher education, and unions).				
Community-based, collaborative partnerships ensure supportive transitions from one mathematics setting to the next.				
Parents and families are engaged as partners in ways that are culturally and linguistically sensitive.				

Parents and families are informed of mathematics vision, goals, and expectations outlined in the MCCS and are updated on individual student progress toward meeting those expectations a minimum of three times per year.				
Parents and families with students receiving Tier II and III interventions are updated on individual student progress toward meeting expectations outlined in the MCCS a minimum of six times per year.				
A coordinated system of support links families with local community resources to provide greater support for students in achieving mathematics skills for career and college readiness.				
Families and community members are welcomed as volunteers to maximize student mathematics learning.				
Local resources that support mathematics activities are recognized and encouraged by staff and instructional leaders.				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	
Evidence <u>or</u> Plan:				

Examples of Evidence or Plan for Application

Instructional Leadership

Evidence:

- SLT is in place and meets every two weeks with the principal leading it. We follow a structured agenda and have an action plan that is updated regularly. We also have monthly data meetings and set individual student data goals, which we review with students quarterly.

Plan:

- We will form an SLT that meets twice a month. The principal will lead it. We will develop an action plan that lists our goals and identifies action steps in between each SLT meeting.
- We will begin monthly data meetings to review student data and meet with students quarterly to set goals.

Standards

Evidence:

- Teachers have been trained on the standards and have met to review units to align with the common core standards.
- Teachers have met and aligned assessments with the standards aligned units.
- Teachers have met and developed pacing guides aligned to the standards.

Plan:

- Teachers will receive training on the Common Core Standards and will meet four times for an hour to review units and align to the standards.
- Teachers will meet monthly to develop pacing guides for reading and writing (or mathematics) programs that will align to the standards.

Instruction and Intervention

Evidence:

- There is a clear plan for tiered instruction that includes core, strategic, and intensive support for all students. Example below:
 - Core is 90 minutes of instruction daily with XXX (or xxx Mathematics).
 - Strategic Support is 30 minutes daily of pre-teaching of vocabulary and difficult concepts.
 - Intensive Support is 30 minutes daily with the intervention xxx.
- Materials are aligned to the needs of students within the tiers of instruction and include explicit and systematic instruction.

Plan:

- We will develop a clear plan for tiered instruction that includes universal, strategic, and intensive support for all students. Example below:
 - Core is 90 minutes of instruction daily with XXX (or xxx Mathematics).
 - Strategic Support is 30 minutes daily of pre-teaching of vocabulary and difficult concepts.
 - Intensive Support is 30 minutes daily with the intervention xxx.
- We will ensure all materials used in the tiers of instruction are readily available to teachers, explicit and systematic, and aligned with the standards.

Assessment and Data-Based Decision Making

Evidence:

- A comprehensive assessment plan is in place and includes screening, progress monitoring, diagnostic, and outcome assessments. Example below:
 - ISIP—screening, progress monitoring and outcome.
 - Core Phonics Survey—diagnostic.
- We have monthly data meetings where we pull reports and look at progress toward or to set new school level goals, grade level goals, and individual student goals.

Plan:

- We will create a comprehensive assessment plan that includes screening, progress monitoring, diagnostic, and outcome assessments.
- We will create an assessment calendar that identifies when, who, and how each assessment will be administered.
- We will begin monthly data meetings where we pull reports and look at progress toward or to set new school level goals, grade level goals, and individual student goals.

Professional Development

Evidence:

- We have a professional development plan that is aligned with our school improvement goals (list goals) and will support what we want to accomplish with this grant.

Plan:

- We will develop a professional development plan that is aligned to our school improvement goals (list goals) and will support what we want to accomplish with this grant.

System-wide commitment

Evidence:

- Our SLT sets instructional goals each year and uses an action plan to make sure the goals are measurable and on a timeframe. We review the goals on our action plan and create actionable steps that are also measurable. (Provide example)

Plan:

- Our SLT will set instructional goals based on what we want to accomplish from this grant and create an action plan that is measurable, on a timeframe, and supported by our consultant.

Continuous Improvement Cycle



Narrative: (Maximum of 500 words)

There are Evidence Checklists for *Schoolwide Improvement Cycle* and *Student Improvement Cycle* provided within this application to support you in writing the narrative. Referring to these Evidence Checklists will help you explain specific activities that would be appropriate next steps for your school and students to ensure the achievement of the goals in Year 1 and a vision for Years 2 and 3, if additional funding becomes available. Funds will be distributed in Year 1 and it is the district's responsibility to budget a gradual release of funding for Years 2 and 3 so that the district can develop its own sustainable funding source.

Explain how the activities chosen from the Schoolwide and Student Evidence checklists, or your independently created activity impact the **Instruction and Intervention Component (non-negotiable)** expectations within the schoolwide and student continuous cycles. Include how the grant money will be gradually released to the district for sustainability in years to come.

What is the **second component** of focus chosen as a priority by the school and explain how the activities chosen from the Schoolwide and Student Evidence checklists, or independently created activity impact a **second component's** expectations within the schoolwide and student continuous cycles. Include how the grant money will be gradually released to the district for sustainability in years to come.

What is the **third component** of focus chosen as a priority by the school and explain how the activities chosen from the Schoolwide and Student Evidence checklists, or independently created activity impact a **third component's** expectations within the schoolwide and student continuous cycles. Include how the grant money will be gradually released to the district for sustainability in years to come.

Budget Worksheet:

Budgeted Items	Amount	Description <i>Identify the component, the goal it aligns to and how it will assist in achieving the goal.</i>
Onsite Support: <i>National Consultants from an approved provider list will be assigned to your school based on expertise and need for two days/month for six months.</i>	\$2,750/day (max but may be less) x 2 days x 6 months \$30,000 (max)	Instructional Leadership, Standards, Instruction and Intervention, Assessment and Data-Based Decision Making, System-Wide Commitment, Professional Development. The National Consultant will provide professional development, support, and expertise to implement a CIC that addresses the school's needs in each component.
Assessment (if not currently district funded): <i>Use of iStation or DIBELS Next or other <u>recommended evidence-based assessment</u>. (HS for ninth and tenth grades only.)</i>		Instruction and Intervention, Assessment and Data-Based Decision Making, and Professional Development. Data will assist teachers in making informed decisions to meet the needs of their students through Tier 1, 2, and 3 instruction. Data will inform the need for schoolwide, grade-level, and individual teacher professional development through training or coaching.
Stipends and/or Substitute costs <i>For SLT members once a month for two hours for regular meetings.</i>		
Travel Costs: <i>Two meetings in Helena for SLT team (Oct. 10-11 and Feb. 6-7).</i>		Instructional Leadership, Standards, Instruction and Intervention, Assessment and Data-Based Decision Making, System-wide Commitment, Professional Development. The program-wide training for SLTs will assist schools in increasing knowledge and implementation of a CIC that addresses the school's needs in each component.
Approved Program Materials:		
Other		

EVIDENCE CHECKLISTS: SCHOOLWIDE CYCLES

<u>Evidence Checklist for School Leadership Teams</u>	
Assess Current Status	
<u>Data</u>	
<ul style="list-style-type: none"> ○ Fall Report summarizing the benchmark data. ○ Goal setting data form for schoolwide and grade level goals. 	
<u>SLT</u>	
<ul style="list-style-type: none"> ○ Assessment Calendar with benchmark and progress monitoring schedule. ○ SLT membership and schedule of meeting dates. ○ Teacher teams' membership and scheduled meeting dates and times. ○ Developed walkthrough form 	
Develop a Plan	
<u>Data Driven Planning</u>	
<ul style="list-style-type: none"> ○ Action plan with measurable goals based on schoolwide data. ○ Professional Development Plan/Calendar based on schoolwide data. ○ Assessment Plan. 	
<u>SLT</u>	
<ul style="list-style-type: none"> ○ Structured team meeting agendas. ○ Walkthrough schedule developed. ○ Framework or non-negotiables. 	
Implement the Plan	
<u>SLT</u>	
<ul style="list-style-type: none"> ○ Action Plan: Updated Goals and Steps based on data. ○ SLT and teacher team schedule. ○ Assessment Calendar. ○ SLT and teacher teams' agenda and attendance. ○ Walkthrough schedule. ○ Walkthrough data. ○ PD attendance and summary. ○ Instructional Framework and/or non-negotiables. 	
<u>Action Plan Evidence</u>	
<ul style="list-style-type: none"> ○ Updated Goals and measurable action steps based on data. 	
Monitor the Plan	
<u>Data</u>	
<ul style="list-style-type: none"> ○ Student data. ○ Walkthrough data. 	
<u>SLT</u>	
<ul style="list-style-type: none"> ○ Schedule and attendance. ○ Structured agenda. ○ Action Plan archived and adjusted action steps and goals. ○ Teacher teams' schedule and attendance. ○ Teacher teams' structured agenda. 	
Monitor the Impact	
<u>Data</u>	



- Analysis of student data.
- Analysis walkthrough data.

SLT

- Minutes from structured agenda.
- Updated version of steps within Action Plan.
- Teacher teams' minutes from structured agenda.

Review New Data and Next Steps (Step 1)

Data

- Winter and spring and progress toward meeting goals on goal setting sheet and set new goals.
- Walkthrough data.
- Measurable Action Plan goals.

If goals are met, continue on with Action Plan and revise and refine as needed. If goals are not met, move onto "Revise and Refine the Plan."

Revise and Refine the Plan (Step 2)

Next Steps

- Action Plan updated and archiving of completed actions.
- SLT meeting minutes.
- Team meeting minutes.
- Assessment.
- Professional Plan.
- Walkthrough data.



EVIDENCE CHECKLISTS: STUDENT CYCLES

<u>Evidence Checklist for Teacher Teams</u>
<p>Assess Current Status</p> <p><u>Data</u></p> <ul style="list-style-type: none"> ○ Goal setting data form for grade level goals. ○ Walkthrough Form. ○ Data used for placing students into interventions. <p><u>Teacher Teams</u></p> <ul style="list-style-type: none"> ○ Teacher team’s membership and scheduled meeting dates and times.
<p>Develop the Plan</p> <p><u>Data</u></p> <ul style="list-style-type: none"> ○ Goal setting data form for grade level goals. ○ Assessment Calendar with benchmark and progress monitoring schedule. <p><u>Instructional Plans</u></p> <ul style="list-style-type: none"> ○ Based on data. ○ Curriculum maps, pacing guides, course and unit organizers are created based on goal setting data form from Assess Current Status. ○ Instructional Framework/non-negotiables. ○ Intervention Plan (flow chart for decision making rules). <p><u>Teacher Teams</u></p> <ul style="list-style-type: none"> ○ Teacher team structured agenda.
<p>Implement the Plan</p> <p><u>Data</u></p> <ul style="list-style-type: none"> ○ Progress monitoring schedule followed as identified in assessment plan. <p><u>Instructional Plans</u></p> <ul style="list-style-type: none"> ○ Instructional Framework/non-negotiables followed. ○ Lesson plans, curriculum maps, pacing guides, course, and unit organizers followed. ○ Intervention Plans (possible flowchart) followed. <p><u>Teacher Teams</u></p> <ul style="list-style-type: none"> ○ Structured agenda followed.
<p>Monitor the Plan</p> <p><u>Data</u></p> <ul style="list-style-type: none"> ○ Progress monitoring reports are ready for meetings. ○ Program data reports are ready for the meetings. ○ Walkthrough data reports are ready for meetings. <p><u>Instructional Plans</u></p> <ul style="list-style-type: none"> ○ Instructional Framework/non-negotiables implementation is monitored through walkthroughs. ○ Lesson plans, curriculum maps, pacing guides, course and unit organizers shared with team members, and a process is in place for leadership monitoring. ○ Intervention plan (flowchart) is followed and a plan is in place for leadership monitoring. <p><u>Teacher Team Meetings</u></p> <ul style="list-style-type: none"> ○ Schedule and attendance for structured agendas, and plan is in place for principal to attend meetings.
<p>Monitor the Impact</p>

Data

- Student data and walkthrough data reports are used for making instructional decisions for instructional plans.

Instructional Plans

- Interventions (flowchart or decision making rules).
- Instructional Framework/non-negotiables.
- Lesson plans, organizers, curriculum maps, etc.

Team Meetings

- Minutes from structured agendas.

Review New Data and Next Steps (Step 1)

Data

- Winter and spring and progress toward meeting goals on goal setting sheet and set new goals.
- Program data.
- Other data.

If goals are met, continue with Action Plan and revise and refine as needed. If goals are not met, move onto Revise and Refine the Plan

Revise and Refine the Plan (Step 2)

Analyze Data

- Team meeting minutes.
- Diagnostic data.
- Digging deeper with program data.
- Digging deeper with intervention data.



Grant Scoring Rubric

Continuous Improvement Component 1: Instructional Leadership				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Evidence provided	0-Inadequate Information not provided	1-Minimal Requires additional clarification	3-Clear and Complete Complete information with some details	5-Excellent Concise, thorough details
Plan provided				
Reviewer Comments:				
Continuous Improvement Component 2: Standards				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Evidence provided	0-Inadequate Information not provided	1-Minimal Requires additional clarification	3-Clear and Complete Complete information with some details	5-Excellent Concise, thorough details
Plan provided				
Reviewer Comments:				
Continuous Improvement Component 3: Instruction and Intervention				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Evidence provided	0-Inadequate Information not provided	1-Minimal Requires additional clarification	3-Clear and Complete Complete information with some details	5-Excellent Concise, thorough details
Plan provided				
Reviewer Comments:				
Continuous Improvement Component 4: Assessment and Data-Based Decision Making				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Evidence provided	0-Inadequate Information not provided	1-Minimal Requires additional clarification	3-Clear and Complete Complete information with some details	5-Excellent Concise, thorough details
Plan provided				
Reviewer Comments:				
Continuous Improvement Component 5: Professional Development				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Evidence provided	0-Inadequate Information not provided	1-Minimal Requires additional clarification	3-Clear and Complete Complete information with some details	5-Excellent Concise, thorough details
Plan provided				



Reviewer Comments:				
Continuous Improvement Component 6: System-wide Commitment				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Evidence provided	0-Inadequate Information not provided	1-Minimal Requires additional clarification	3-Clear and Complete Complete information with some details	5-Excellent Concise, thorough details
Plan provided				
Reviewer Comments:				
Continuous Improvement Component 7: Community and Family Involvement				
Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining Exploring
Evidence provided	0-Inadequate Information not provided	1-Minimal Requires additional clarification	3-Clear and Complete Complete information with some details	5- Excellent Concise, thorough details
Plan provided				
Reviewer Comments:				

Total Points Possible: _____/35

Narrative:					
Instruction and Intervention Component					
Utilizing the Evidence Checklist for the Schoolwide Improvement Cycle, there is a clear plan for next steps – Year 1					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Next steps lined out for concurrent years					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Utilizing the Evidence Checklist for the Student Improvement Cycle, there is a clear plan for next steps – Year 1					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Next steps lined out for concurrent years					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Second component of focus chosen by school					
Utilizing the Evidence Checklist for the Schoolwide Improvement Cycle, there is a clear plan for next steps – Year 1					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Next steps lined out for concurrent years					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but	8-Clear and Complete	10-Excellent Concise, thorough details



			lacks specific details	Complete information with some details	
Reviewer notes:					
Utilizing the Evidence Checklist for the Student Improvement Cycle, there is a clear plan for next steps – Year 1					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Next steps lined out for concurrent years					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Third component of focus					
Utilizing the Evidence Checklist for the Schoolwide Improvement Cycle, there is a clear plan for next steps – Year 1					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Next steps lined out for concurrent years					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Utilizing the Evidence Checklist for the Student Improvement Cycle, there is a clear plan for next steps – Year 1					
0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					
Next steps lined out for concurrent years					

0-Inadequate Information not provided	2-Minimal Information	4-Minimal Requires additional clarification	6-Adequate Complete information but lacks specific details	8-Clear and Complete Complete information with some details	10-Excellent Concise, thorough details
Reviewer notes:					

Total Points Possible: _____/120

Budget:		
National Consultants:	/25	Reviewer notes:
Assessment:		
Stipends and/or Substitute Costs:		
Travel Costs:		
Other:		

Total Points Possible: _____/25

Points Awarded:		
Components Points	35	
Narrative Points	120	
Budget	25	
Total Points	180	