

Monitoring for School Improvement Grants (SIG)

Needs Assessment

- The LEA describes how it prepared its application including conducting a needs assessment, selecting a model based on its needs assessment, and constructing a budget. The LEA provides a copy of its needs assessment.

Budget Revisions

- The LEA provides copies of amendments submitted to the SEA

Before/After – What Has Changed

- Evidence for All Intervention Models
- LEA describes the school prior to SIG and before any reform efforts were implemented.
- LEA describes its process for implementing the SIG models in its schools.
- LEA describes structural changes made, such as reassignment of duties, creation of turnaround offices, additional staff.
- Current documentation that describes how the LEA is organized to support/implement SIG, such as organizational charts or job descriptions.
- LEA describes contractual changes or agreements, their relationship to SIG, and the timing of the changes.
- Copies of MOUs.

Changes to Teacher Contract

- LEA describes its process and timeline for replacing the principal
- LEA describes its procedures and processes for recruiting, placing and retaining staff with skills necessary to implement the intervention model selected.
Job announcements for positions with SIG school.
- LEA describes where it is in the process of developing its new staff evaluation system and who is involved.
- LEA memorandum, announcements, or rubrics outlining the evaluation criteria for staff.
- LEA describes new authority it has relating to SIG.
- Faculty handbook, memorandum, or staff contract the lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement.
- Documentation of professional development activities for the 2010-2011 school year.
- LEA memorandum, announcements, or agendas for professional development meetings.
- Professional development resources and materials provided by LEA to SIG school staff relating to eh school reform models and effective instruction.
- Current written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs or strategies.

Contracts (300) With All External Providers

- Current documentation that describes the LEA's process and criteria for approving external providers.
- Contracts/agreements the LEA has entered into with external providers
- LEA describes how it has modified its policies and practices
- LEA provides copies of LEA's annual goals for student achievement on the State's assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving.
- LEA provides any data it may have on progress toward those goals.

Data Showing Progression Towards Goals

- School describes the school prior to the implementation of the SIG model and shares data from the school's needs assessment.
- School describes its efforts to implement its particular model in response to the school's needs assessment.
- Implementation timeline submitted as part of the LEA's approved SIG application.
- School describes any reform efforts that were previously in place.
- School describes any changes made to its implementation timeline.
- Principal describes how s/he came to the school and new authority granted.
- Faculty Handbook, memorandum, or other documentation outlining the criteria and process for teacher evaluation.
- Faculty Handbook, memorandum, or staff contract that lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement.
- School describes rewards and consequence system for staff, process for developing system, and rationale for system in place.
- LEA memorandum, announcements, or agendas for professional development meetings.
- Professional development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction.
- Current written documentation outlining criteria and evaluation process for screening and selecting new instructional programs.
- School describes process for selecting instructional programs and criteria used.
- School describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to inform school decisions.
- School shares any benchmark or interim data collected thus far.
- Current year's and previous year's school schedule.
- Letters to parents, fliers, announcements, and agendas and/or minutes from parent/community meetings about the implementation of the transformation model.
- School describes its efforts to engage parents and the community.
- School describes additional efforts being made to raise student achievement.
- School describes its progress and provides evidence of progress, for example interim data.

Fiscal

- LEA describes its internal accounting and budget review process and the steps it takes to make sure expenditures are allowable.
- LEA describes any adjustments made to budgets or to programs based on budget adjustments.
- LEA provides copies of any amendments.
- LEA budget.
- LEA describes how funds are being used at the district level.
- Copies of invoices, personnel "runs", etc. that document expenditures of SIG funds.
- LEA describes its process for ensuring district-level activities are directed toward SIG schools.
- LEA describes its process for ensuring that SIG funds do not supplant other funds.
- Comparability reports.
- Documentation of Title I ranking and allocation.

Data

- LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators.
- LEA describes its plans for analyzing data and how it is using the data to inform policy decisions and its role in supporting schools.
- LEA provides copies of and explains any benchmark or interim data it has collected, if available.