

TITLE I SCHOOL IMPROVEMENT GRANT FUNDS Allowable Expenditures

The U.S. Department of Education has released guidance on the School Improvement Grant (SIG). The guidance can be accessed on the North Dakota Department of Public Instruction's website at www.dpi.state.nd.us/title1/Legislative/sig/index.shtm.

There is no specific list of allowable expenditures in the guidance. The list of allowable expenditures provided below, although not inclusive, is designed to give school personnel an understanding of the types of expenditures that are appropriate with SIG funds.

- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State academic standards.
- Fund increased learning time by using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, physical education, service learning, and experimental and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
- Fund additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
- Fund opportunities for student to enroll in advanced coursework, early-college high school courses, dual credit programs, or thematic learning academies that prepare students for college and careers. Providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.
- Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- Fund parent involvement initiatives that would include strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement.
- Fund training that looks at your school's scores and analyze them to understand why the school is identified for program improvement.
- Hire a consultant to work extensively with the school to pinpoint areas of needs and ways to address those needs.
- Hire instructional coaches to work directly with teachers to increase knowledge of effective teaching strategies.
- Form study groups with the task of learning how to teach struggling students, differentiate instruction, and design an extensive assessment system.
- Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.
- Fund activities to align curriculum and instruction to the State academic standards.
- Implement an intervention process, such as Response to Intervention, to create a well-integrated system of instruction.
- Hire a graduation coach to ensure all students graduate.
- Pay staff to create an Individual Learning Plan for every at-risk student.
- Invest in diagnostic assessments to pinpoint student's areas of need.
- Expand the school program to offer full-day kindergarten or pre-kindergarten if the Tier I or Tier II school is an elementary school.