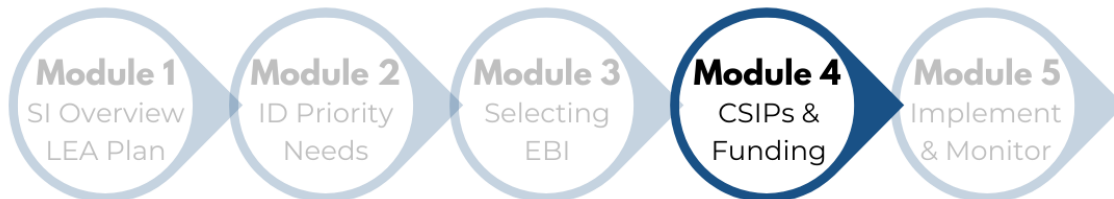




Module 4 – Comprehensive School Improvement Plans and 1003 Applications for School Improvement Grants

Objective:

To submit all components of the 1003 Application, including an up-to-date LEA Application, CAB Membership Contact List, a consolidated LEA budget, and a Comprehensive School Improvement Plan (CSIP) for each school identified for Comprehensive Support and Improvement (CSI).



Module 4 Contents:

- 4.1 Developing a Comprehensive School Improvement Plan/1003 Application for Funding
- 4.2 Application for Funds
- 4.3 Application for School Improvement Redesign Planning and Implementation Grants
- 4.4 School Improvement Funding Application Instructions

Module 4 Appendix:

- 4-i) LEA Application Cover Page
- 4-ii) Comprehensive Support and Improvement Plan/1003 Application
- 4-iii) Comprehensive Support and Improvement Rubric



Module 4.1 Developing a Comprehensive School Improvement Plan/1003 Application for Funding

In response to extensive feedback from the field, RIDE has consolidated the 1003 Application into the Comprehensive School Improvement Plan (CSIP). New this year, this means schools and CABs will only have to complete the CSIP, and LEAs will only have to complete a single LEA Application and LEA budget in order to apply for 1003 funding. LEA Applications, Budgets and CSIP/1003 Applications must still be of sufficiently high quality in order to be funded.

A high-quality comprehensive school improvement plan summarizes and organizes the findings of the collaborative team's needs assessment and root cause analysis, the evidence-based interventions selected to address each root cause, the goals that these interventions are designed to achieve, and the plan for sustainability into the future. Also, such a plan should demonstrate how interventions will be resourced so they can be implemented with fidelity and goals can be achieved.

Organizing all of these elements in a single place will allow RIDE, the LEA, the CAB, the school and the general public to understand at a high level what the school's improvement efforts entail, how they are being resourced, and how they intend to achieve better results in the future.

Additionally, after the completion of each CSI school's CSIP, a consolidated LEA-wide 1003 budget for all CSIPs will be completed and submitted in the RIDE 1003 Budget Template.



Components of the CSIP/1003 Application for each CSI school

- Goals and evidence-based interventions derived from the needs assessment and root cause analyses, including which interventions are in service of which goals
- For each intervention:
 - The Domain of the RI Framework for Continuous School Improvement to which the intervention aligns
 - A detailed description of the intervention that explains what is being implemented, who is implementing, in what setting(s), at what time(s), and to which students
 - The goal(s) supported by the intervention
 - The results of the needs assessment that led to this intervention and its supported goals
 - A description of the reasoning that took place during the root-cause analysis, including which root cause was identified
 - A rationale that clearly demonstrates how the evidence-based intervention could address the root cause
 - An explanation of whether and how the evidence-based intervention coheres with the LEA theory of action, strategic plan, and/or priorities, and if not, why.
 - A citation to the research article(s) that provide the evidentiary basis for the intervention, including their ESSA Tier
 - A consolidated list of funding sources being used to support this plan, including, but not limited to, local, federal Title I-IV, IDEA, Perkins, private philanthropy, and other sources of funding, including amounts of each and the time period of the funding
 - An explanation of how the intervention will be tailored as needed to support vulnerable populations
 - An optional opportunity to outline a plan to produce an evaluation of the intervention's implementation, effectiveness, or impact. This will be worth bonus points when evaluating the CSIP/1003 Application
- For each goal:
 - Implementation milestones, which describe major tasks to be completed
 - Leading indicators, as the first indicators of change and include formative or interim measures of positive change
 - Lagging/outcome indicators, which should include the progress towards the ultimate goal
- An overview of any partners that may be involved in the implementation of the CSIP, the roles they will play, the intended outcomes they should achieve, and how they will be held accountable; this could be fulfilled with the inclusion of copies of any active MOUs or performance contracts
- An overview of how the school will sustain and continuously improve the CSIP
- An overview of how the school will transparently communicate the plan to all stakeholders and the general public



Module 4.2 Applications for 1003 Funds

In accord with Federal guidance, Rhode Island reserves seven percent of its Title I funding for school improvement activities. This reservation is called 1003 and forms the foundation of additional financial support CSI schools receive, in the form of 1003 School Improvement Grants. New this year, RIDE has consolidated several forms of competitive School Improvement Grants, in accordance with feedback from the field that the process was confusing, burdensome and time-consuming. Instead, all identified schools will be receiving a single 1003 grant, derived from a combination of a per-pupil amount and a competitive base grant, provided the school’s CSIP/1003 Application meets or exceeds a competitive quality bar established by a rubric found in Module 4 - Appendix iii. This bar is set high to ensure transformative plans, but all schools will be provided with opportunities and feedback in order to surpass it.

The amount made available to each LEA will be based on a combination of an equal base amount of \$89,395 added to a per-pupil amount based on the October 1st, 2019 enrollment figures for each identified school. Per student funding levels for schools identified for comprehensive support and improvement will be approximate, to the extent possible, to the average per-pupil funding which CSI schools received in the previous year. Following this, for 2020, \$103 has been reserved per pupil. A portion of each school’s award will be automatically allocated for mid-year implementation site visits (ISVs) to provide schools and districts a formative opportunity to reflect on the quality of plan implementation.

The total amount available to each identified school will be communicated to each LEA by the Office of School Improvement.

In order to be eligible for these funds, LEAs must submit each of the components of the 1003 Application by dates listed on the following table:

Date	Element
December 13 th	Module 1 Appendix i: LEA Application
January 10 th	Module 1 Appendix iii: CAB membership Contact List
June 29 th	Module 4 Appendix i: LEA Application Cover Page, including Applicant Information, Application Checklist, and LEA Budget
	Module 4 Appendix ii: CSIPs for each identified CSI School

RIDE will evaluate each CSIP/1003 application against a competitive quality threshold, based on meeting or exceeding a minimum rubric score of 75% on the CSIP/1003 Application Rubric (Module 4 – Appendix iii).

- The alignment of proposed strategies to the state and local context (including alignment to an LEA theory of Action, the RI Framework for Comprehensive School Improvement, and needs assessment and root cause analyses data);
- The extent to which proposed strategies meet the evidence criteria required under ESSA;
- The extent to which concerns of equity for populations such as multi-lingual learners, differently-abled students, and other struggling/at-risk students are addressed;



- The extent to which Community Advisory Boards, school-level stakeholders, and other community members were engaged in application design and will be engaged in the school improvement process;
- The clarity of the outcome goals and process to evaluate and monitor the implementation of selected strategies; and
- An analysis of each LEA's plan to develop capacity at the LEA to support implementation at both the LEA and school levels and to implement and sustain improvement efforts once funding expires

Guidance on the characteristics of high-quality responses is embedded within the CSIP/1003 Application Rubric. Applicants are highly encouraged to consult this tool to ensure that they provide strong and complete application response.

Please note the following important considerations regarding the School Improvement 1003 Grants:

- Allowable expenses from School Improvement grants are materials/supplies, salaries, consultants and equipment necessary to implement evidence-based strategies for school improvement that are directly linked to CSI schools' comprehensive school improvement plans or comprehensive school redesign plans.
- Upon reviewing the requests of CSI schools, the LEA may choose how to best distribute its grants among the identified CSI schools. However, it is expected that LEAs will allocate funding in a manner that is equitable to the needs across the CSI schools in their LEA.
- In addition to school-level supports, funds may provide assistance for district-level systems. This may include staff or consultants dedicated to school improvement across schools or materials that will be shared across multiple buildings. However, all district support requests must be tied to particular strategies at specific schools.
- From each school's 1003 grant, \$15,000 will be reserved for school-based monitoring efforts, supported and facilitated by RIDE and/or its designees.
- LEAs will not receive the total amount of funding made available to them unless they submit requests for funding to cover strategies that total that amount. In order to receive funding, applicants must demonstrate that they meet the competitive quality criteria for grants (which is outlined under the application instructions section of this packet).

Adjustments in Planning due to the ongoing COVID-19 crisis

Due to the federal waiver issued by the U.S. Department of Education in response to the COVID-19 crisis, Rhode Island will neither conduct state testing in 2019-20, nor change its list of schools identified for comprehensive support and improvement for the 2020-21 school year. **As such, RIDE is encouraging schools to budget the entirety of this school year's 1003 School Improvement allocation for improvement activities occurring in the 2020-21 school year.**



Module 4.3 Application for School Improvement Redesign Planning and Implementation Grants

School Improvement: Redesign grants are reserved for LEAs that wish to take bold action with their schools identified for comprehensive support and improvement by initiating a School Redesign effort. Rhode Island will require any school identified for comprehensive support and improvement that has failed to meet exit criteria within four years of identification to undergo School Redesign. Schools that were previously identified under NCLB as priority will have 2 years before they are required to initiate this process. **All schools required to undergo school redesign should contact the Office of School Improvement directly. Further guidance will be provided on school redesign on an LEA-by-LEA basis.**

While not a requirement, nothing prevents an LEA, in partnership with its Community Advisory Board, from initiating School Redesign for a school identified for comprehensive support and improvement before its status triggers this intervention.

LEAs may apply for two phases of a School Redesign effort: Planning (to support the year prior to the initiation of a School Redesign effort) and Implementation (to support the first two years of a School Redesign effort). LEAs may apply for both phases together, or apply for either phase independently. All applicants requesting implementation funding must have a pre-selected model for school redesign. However, those who request planning funds may use the year to explore multiple models and determine which the best fit is for their school community. The model selected by LEAs with support from their Community Advisory Boards should be grounded in data accompanied by a thoughtful analysis of why school improvement efforts thus far have been insufficient.

School Redesign Planning Grants

In general, School Redesign Planning Grants may cover a wide array of activities that enable LEAs to strategically investigate and plan for School Redesign efforts. Planning grant activities may include (but are not limited to): a planning year for school leadership team to design a new school model; site visits for school leadership teams and CABs to visit high performing schools; the incubation of a future school leader as an apprentice at a high performing school; partnerships with a school support organization to help lead the design and implementation efforts; and professional development for school staff to help prepare them for the launch of a new school model.

School Redesign Implementation Grants

School Redesign implementation grants will help support the first two years of implementation of a School Redesign effort. LEAs may use these grants to augment their School Improvement: Support grants to ensure the successful implementation of the school design. Any application for these funds must include a plan describing how the School Redesign effort will be sustained after the expiration of the grant.

LEAs may choose from one of the five following School Redesign Models:

1. Empowerment: A school is redesigned pursuant to the Rhode Island General Law 16-3.2-1: The School and Families Empowerment Act, with elements including: alternative governance, an empowered leader, and a comprehensive list of autonomies and performance targets agreed upon by the school and its Community Advisory Board, the LEA, and RIDE.



2. **Restart:** A school is re-opened under the management of a charter management organization, educational management organization, or other state-approved managing entity with a proven record of successfully operating Schools.
3. **Small Schools of Choice:** An evidence-based whole school reform model, where a school is reorganized into one or more “small schools” (roughly 100 students per grade) which emphasize student-centered personalized learning programs and relationships between students and adults; a rigorous and well-defined instructional program; long instructional blocks that promote interdisciplinary work; and a focus on post-secondary preparation.
4. **LEA Proposed Redesign:** An LEA-designed alternative model, which meets the following criteria: a) a high-quality school leader, b) a new school model, and c) significant school autonomy. This may include an alternative governance model for the school.
5. **Closure:** A school ceases all operations and students are relocated to schools that are not identified as in need of comprehensive support and improvement. Funds are leveraged to support transition of students into higher quality seats.

All schools opting for redesign must submit a School Redesign Plan rather than a School Improvement Plan. Guidance will be provided by RIDE on the essential elements of this tool. LEAs’ redesign plans will be subject to approval by the Rhode Island Council for Elementary and Secondary Education as well as the local Community Advisory Board. Once approval is granted, schools engaged in School Redesign will be publicly classified as “New School Redesign” instead of a school identified for comprehensive support and improvement for up to two years, though they will still be treated as schools identified for comprehensive support and intervention for the purposes of state monitoring and federal funding.



Module 4.4 School Improvement Funding Application Instructions

A. Timeline

Applications for school improvement funding will be released on April 29th, 2020. LEA plans were due on December 13th, 2019 and CAB membership lists and contact information were due on January 10th, 2020. School CSIPs and a comprehensive LEA budget submission will be due to RIDE on or before June 29th, 2020. Final award determinations are expected to be made by late summer 2020.

B. Submission Instructions

Completed applications should be submitted via email as a single PDF document including all required elements and optional attachments. Submissions should be sent to schoolimprovement@ride.ri.gov no later than 5:00PM on the date they are due.

C. Application Components

All applicants for School Improvement Funding must submit a response to the universal request for proposals included within this packet. Within this application are sections which allow each eligible LEA to apply for School Improvement grants, and Redesign funding. This application format was created to intentionally challenge LEAs to thoughtfully braid multiple funding sources based on the findings of their needs assessments and the selection of evidence-based strategies that most strongly resonate with their local context. Completed applications for schools identified as CSI must include:

- Module 1: Appendix i: LEA School Improvement Plan Application
- Module 1: Appendix iii: CAB Membership Contact List
- Module 4: Appendix i: Applicant Information Cover Page (one per LEA)
 - Applicant Information
 - Application Checklist
 - Consolidated Budget (If applying for 1003 funding)
- Module 4: Appendix ii: Comprehensive School Improvement Plan (one per CSI school)