



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

**TITLE I, SECTION 1003
SCHOOL IMPROVEMENT GRANT
COHORT 2**

JUNE 2021

INTRODUCTION



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LEARNING TARGETS

This webinar will address:

- Identification of Schools
- Evidence-based Requirements
- Purpose and Distribution
- eGMS Funding Application
- Timeline

PURPOSE

The 1003 School Improvement Grant (SIG), authorized under the Elementary and Secondary Act (ESEA), provides states and districts with funds to leverage change and turn around chronically underperforming schools.

DISTRIBUTION

Title I, Section 1003

**Formulaic
Distribution
for
Opportunity
Districts**

**Competitive
RFP for all
remaining
LEAs**

OPPORTUNITY DISTRICT - FORMULAIC DISTRIBUTION

- Under Connecticut's ESSA Consolidated State Plan, each Opportunity District receives SIG funding for use with Title I Turnaround and Focus Schools
- Based on a formulaic distribution, each Opportunity District receives an allocation equal to its proportion of the Turnaround and Focus Schools
- The district allocation varies annually because it is based on the state's annual Title I allocation from the US Department of Education. Approximately \$9 million in 1003 SIG funds is available to Opportunity Districts for 2021-22.



ALL OTHER LEAs - COMPETITIVE PROCESS

- For all other eligible Turnaround or Focus schools that reside outside of the state's Opportunity District there is a competitive grant process.
- Applications are scored using the 1003 School Improvement Grant District Application Rubric.
- Funding is awarded to only those applicants submitting well-developed applications and transformative plans.
- For this second cohort, approximately \$2 million in 1003 SIG funds is available for competition for 2021-22.

IDENTIFICATION OF SCHOOLS



IDENTIFICATION OF SCHOOLS

Under ESEA, as amended by ESSA, states must identify two types of low-performing schools:

**Comprehensive
Support and
Improvement**

**Targeted
Support and
Improvement**

IDENTIFICATION OF SCHOOLS

Comprehensive Support and Improvement

- In Connecticut, these schools are referred to as **Turnaround** schools
- The lowest-performing five percent of Title I schools in the state
- Any public high school with a six-year adjusted cohort graduation rate for all students that is less than 70%
- Title I schools with a consistently underperforming subgroup*



IDENTIFICATION OF SCHOOLS

Targeted Support and Improvement

- In Connecticut, these schools are referred to as **Focus** schools
- Schools with one or more consistently underperforming subgroups
 - ELA
 - Math
 - Graduation Rate

IDENTIFICATION OF SCHOOLS

Connecticut schools that are eligible to participate in the SIG program for Cohort 2 are Title I schools designated as **Turnaround** and **Focus** schools as identified through the 2018-19 Next Generation Accountability System results.

A complete list of eligible schools can be accessed [here](#).



CSDE TURNAROUND FRAMEWORK



All SIG plans must outline comprehensive and transformative strategies in four domains identified by the Turnaround Office while ensuring compliance with the requirement that only evidence-based interventions identified with strong, moderate or promising are funded.

CSDE TURNAROUND FRAMEWORK



TALENT

Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

CSDE TURNAROUND FRAMEWORK

ACADEMICS

Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.



CSDE TURNAROUND FRAMEWORK



CULTURE & CLIMATE

Foster a positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.

CSDE TURNAROUND FRAMEWORK



OPERATIONS

Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

EVIDENCE-BASED INTERVENTIONS



REQUIREMENT FOR EVIDENCE-BASED INTERVENTIONS

ESSA, Section 1003 funds require the use of evidence-based interventions that meet the top three levels of evidence.

Evidence Level	Description
Tier 1: Strong Evidence	Based on at least one well-designed and well-implemented experimental study
Tier 2: Moderate Evidence	Based on at least well-designed and well-implemented quasi-experimental study
Tier 3: Promising Evidence	Based on at least well-designed and well-implemented correlational study with statistical controls for selection bias

For more information on evidence-based interventions and the CSDE Evidence-Based Practice Guides, please access the webinar [here](#).

ESSA SIG APPLICATION COHORT 2



APPLICATION PROCESS



- The 2021-22 ESSA SIG Cohort 2 application for funding is managed in the Connecticut eGrants Management System (eGMS)
- The eGMS is a web-based system that allows LEAs to submit, view, print and modify the application for funding

<https://connecticut.egrantsmanagement.com>

APPLICATION PROCESS

**Opportunity
Districts**

**Funding Application:
Opportunity District ESSA SIG – Cohort 2**

**All Other
Districts**

**Funding Application:
ESSA SIG Competitive (NEW)**

APPLICATION COMPONENTS

District Level

- Guidance and Instructions
- District Application
- Certifications and Assurances

School Level

- School Data
- Needs Assessment
- Strengths, Growth Areas, Resource Inequities
- Overarching Goals
- Specific Interventions
- Budget

DISTRICT LEVEL

District Level Questions and Guidance

[District Guidance and Instructions](#)

[District Application](#)

[Certifications and Assurances](#)

- District Capacity and Organizational Structure
- District Support for Development of School Improvement Plans
- Accountability and Monitoring Strategy
- Review of External Partners
- Alignment of Resources
- Conditions for Success
- School Budgets

DISTRICT LEVEL

Assurances

<p>* The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.</p>	
A.	The applicant has the necessary legal authority to apply for and receive the proposed grant;
B.	The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
C.	The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
D.	The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
E.	Grant funds shall not be used to supplant funds normally budgeted by the agency;
F.	Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
G.	The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
H.	The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
I.	If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
J.	The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
K.	At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-304a and 7-306a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
L.	REQUIRED LANGUAGE (NON-DISCRIMINATION)
References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.	
(a)	For purposes of this Section, the following terms are defined as follows:
(1)	"Commission" means the Commission on Human Rights and Opportunities;
(2)	"Contract" and "contract" include any extension or modification of the Contract or contract;
(3)	"Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
(4)	"Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
(5)	"good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

SELECTING SCHOOLS & ALLOCATIONS

Setting Allocations for Individual Schools

Focus School	Not less than \$50,000
Turnaround School	Not less than \$200,000

No school may not receive more than \$500,000

SELECTING SCHOOLS & ALLOCATIONS

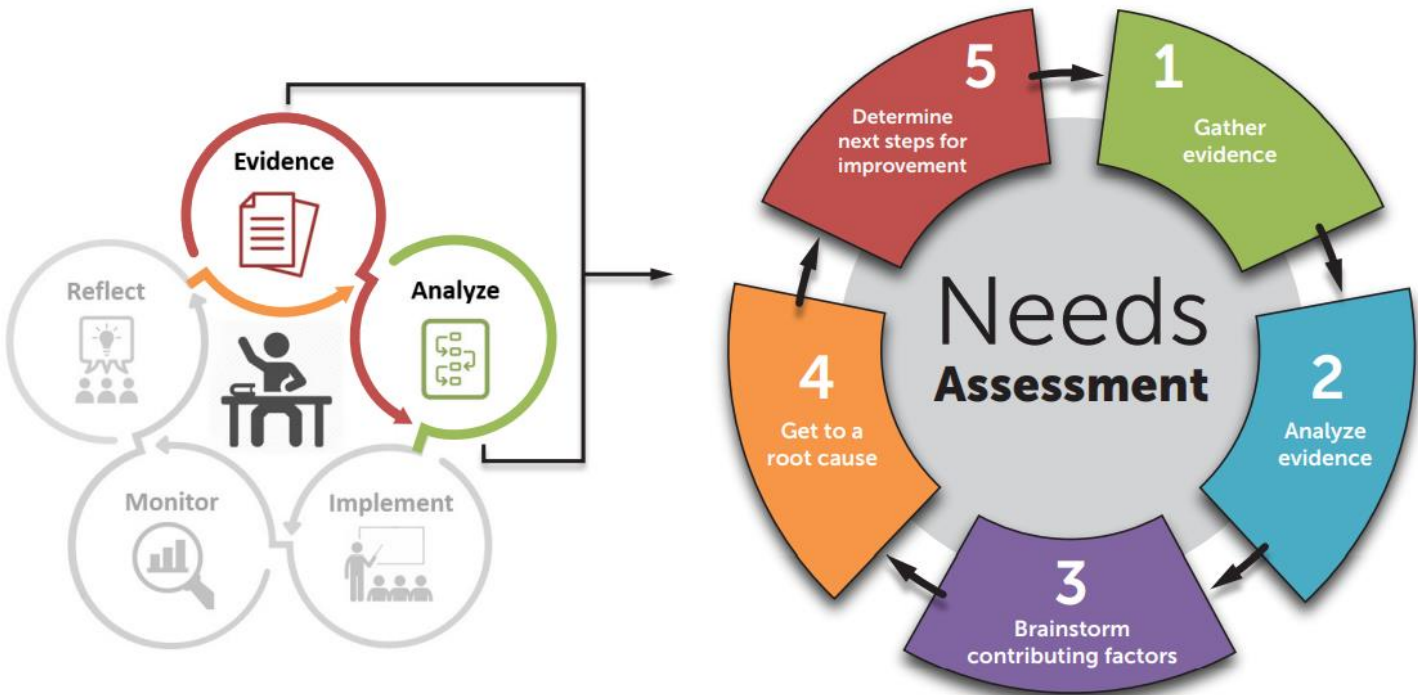
The screenshot shows a web application interface with a navigation menu on the left. The menu items are: District Level Questions and Guidance, District Guidance and Instructions, District Application, and Certifications and Assurances. Below these is a section titled 'ESSA SIG - Cohort 2'. A dropdown menu is open under this section, showing 'District Level' as the selected option. Below the dropdown, a list of schools is displayed: Chamberlain Elementary School (089-0311), Northend Elementary School (089-0911), Pulaski Middle School (089-5311), Slade Middle School (089-5211), and Smalley Elementary School (089-1211).

- After completing the district portion of the application, the next step is to complete the school level plan portion of the application.
- Only eligible schools will be available on the drop down menu.
- Not all eligible schools have to be funded.
- A school level plan must be completed for each school that is applying for funding.

PLANNING TEAM

- School Improvement funds are allocated to the schools.
- The school leadership team is vital to the development and implementation of the plan.
- The principal has the ultimate responsibility for ensuring that development and implementation is based on input from the school's stakeholders (including other school leaders, teachers, parents and students).

PLANNING



SCHOOL DATA

- Complete the Target column for this year based upon historical data provided in the Connecticut Report Card and the ESSA Milestone targets for your school.

Click here to view your school's latest data: [Connecticut Report Card data](#)

Step 1: Complete your Target based on your school's latest Connecticut Report Card data and ESSA Milestones targets

School Data	2021-22 Target
Grades Served	<input type="text"/>
Student Enrollment	<input type="text"/>
Percentage Eligible for Free/Reduced Price Meals	<input type="text"/> %
Percentage of Students with Disabilities	<input type="text"/> %
Percent of English Learner Students	<input type="text"/> %
Percentage of Students Chronically Absent	<input type="text"/> %
Teacher Average Daily Attendance	<input type="text"/>
Suspension/Expulsion Rate	<input type="text"/>
School Performance Index (SPI) for ELA	<input type="text"/>
Smarter Balanced Growth ELA	<input type="text"/>
School Performance Index (SPI) for Math	<input type="text"/>
Smarter Balanced Growth Math	<input type="text"/>
School Performance Index (SPI) for Science	<input type="text"/>
High School Only: Meeting Benchmark on College Readiness Exam	<input type="text"/>

SCHOOL DATA



Select a District

New Britain School District

Select a School or Leave Blank for District/State Report Card

Chamberlain Elementary School

Submit

How to use the report card: Click the headings below (Students, Educators, Instruction/Resources, Performance) to expand(+) and collapse(-) a section and view associated charts.

Click on a chart or chart title to disaggregate data by student group (e.g., race/ethnicity, gender, free/reduced-price meal eligibility, English learner, or disability status.)

[List of Schools Identified for State Support and Recognition \(.xlsx\)](#)

Chamberlain
Elementary
School

Website:

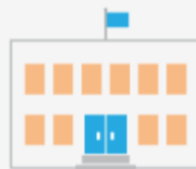
Phone: 860-832-5691

[Printable Reports \(PPRs\)](#)

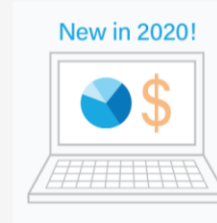
412 students



Grades: K-5



\$15,589 per pupil



35.4 certified staff FTE



ESSA MILESTONES

- The Milestones are located on EdSight
 - Next Generation Accountability
 - ESSA Milestones
 - Select your school
- The ESSA Milestones should be uploaded in the Related Documents section.

ESSA Milestones -

These milestones align with Connecticut's approved federal plan for the Every Student Succeeds Act (ESSA). The plan establishes a 13-year time-frame for the attainment of long-term goals listed below. These goals are identical to some of the indicators in Connecticut's Next Generation Accountability System for districts/schools. Based on performance in the baseline year (first column) and the ultimate target (last column), linear interim milestones are established for every third year (shaded in tan). Annual targets are provided as a reference.



School Performance Indexes (SPI)

Indicator 1

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ELA	50.1	52.0	53.9	55.8	57.7	59.7	61.6	63.5	65.4	67.3	69.2	71.2	73.1	75.0
Math	40.2	42.9	45.6	48.2	50.9	53.6	56.3	58.9	61.6	64.3	67.0	69.6	72.3	75.0

Smarter Balanced Growth

Indicator 2

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ELA	44.4%	48.7%	52.9%	57.2%	61.5%	65.8%	70.0%	74.3%	78.6%	82.9%	87.2%	91.4%	95.7%	100.0%
Math	41.2%	45.7%	50.2%	54.8%	59.3%	63.8%	68.3%	72.9%	77.4%	81.9%	86.4%	91.0%	95.5%	100.0%

LAS Links Growth

Indicator 2

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Literacy	47.3%	51.4%	55.4%	59.5%	63.5%	67.6%	71.6%	75.7%	79.7%	83.8%	87.8%	91.9%	95.9%	100.0%
Oral	68.2%	70.7%	73.1%	75.6%	78.0%	80.5%	82.9%	85.3%	87.8%	90.2%	92.7%	95.1%	97.6%	100.0%

Chronic Absenteeism

Indicator 4

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	15.7%	14.9%	14.1%	13.2%	12.4%	11.6%	10.8%	9.9%	9.1%	8.3%	7.5%	6.6%	5.8%	5.0%

Four-year Adjusted Cohort Graduation Rate

Indicator 8

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Six-year Adjusted Cohort Graduation Rate (High Needs Students)

Indicator 9

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Accountability Index

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	52.7	55.2	57.7	60.1	62.6	65.1	67.6	70.1	72.6	75.1	77.5	80.0	82.5	85.0



NEEDS ASSESSMENT

ABOUT THE NEEDS ASSESSMENT TOOLKIT



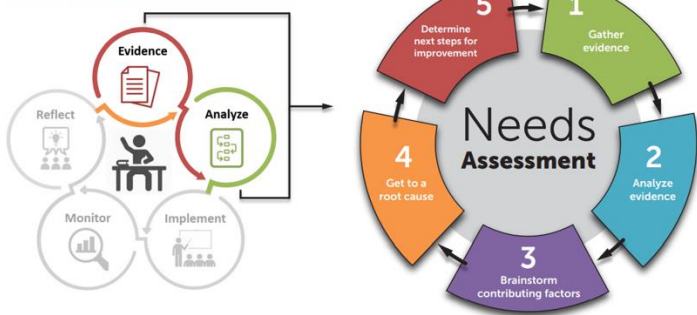
Evidence
Analyze
Implement
Monitor
Reflect

CSDE Cycle for Continuous Improvement
Use evidence, including data, to determine focus areas and intervention strategies
Plan, execute, observe, reflect and revise strategies
Execute planned strategies and observe outcomes
Implementation data is used to determine next steps
Determine whether to sustain or change strategic direction

The Connecticut State Department of Education Cycle for Continuous Improvement highlights the cyclical nature of improvement. The continuous cycle of change begins with gathering evidence. The evidence is then analyzed in order to understand the trends, correlations, and outliers. This information is gathered in order to develop an action plan that will lead to improvement. The plan is implemented and monitored for fidelity of implementation and outcomes. The final step of the cycle is reflection. Stakeholders must engage in reflection to determine if the action plan is working and additional evidence is needed to continue improvement.

The graphic below highlights how this toolkit focuses on the first two steps of the continuous cycle, Evidence and Analysis.

CSDE Cycle for Continuous Improvement



- Each school must conduct a needs assessment.
- The CSDE Needs Assessment Toolkit provides guidance and tools.
- Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators.
- The needs assessment **must** be completed with stakeholder engagement. The checkbox certifies the assurance that stakeholders were engaged.

SIGNIFICANT STRENGTHS, GROWTH AREAS AND RESOURCE INEQUITIES

Based upon the needs assessment, identify and provide data to substantiate:

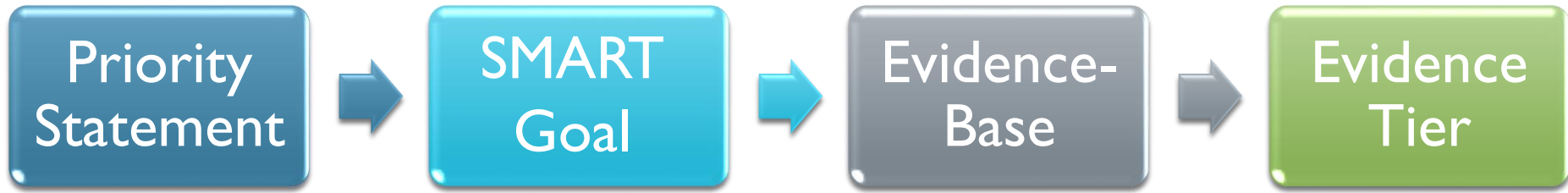
- 3 most significant strengths
- 3 most significant growth areas
 - Cite root cause for growth areas
 - Identify resource inequities

OVERARCHING SCHOOL IMPROVEMENT GOALS



Whenever possible, SMART goals should be aligned to ESSA Milestone targets.

SPECIFIC INTERVENTIONS TO ADDRESS IDENTIFIED REFORM PRIORITIES



Specific Talent Priorities and Strategies	S.M.A.R.T. Goal	Evidence-Base	Evidence Level
<p>Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide intensive, systematic instruction at least three times weekly for approximately 20-40 minutes on up to three foundational reading skills in small groups of students who score below the benchmark on school screening. The school will contract with an external partner who will assist in revising the school schedule to build in time for teachers to provide reading interventions and enrichment, to build collaboration time for teachers to plan interventions and to build the capacity of teachers to effectively develop collaborative reading interventions/enrichment plans across grades.</p>	<p>Sample: In alignment with ESSA targets, the ELA School Performance Index (SPI) will increase from 52.2% in 2018-19 to 57.0% in 2021-22.</p>	<p>Sample: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.</p>	
<p>1.4 Professional Development To provide intensive professional development to staff on curriculum components for reading/English Language Arts which encompass individual online learning. Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to</p> <p><input type="button" value="Check Spelling"/> 610 of 2000 characters</p>	<p>Goal #1 By June 2021, the percentage of students meeting proficiency on the Smarter Balanced ELA Assessments as measured by SPI will increase from 54.3% in June 2021 to 59.0% in June 2022.</p> <p><input type="button" value="Check Spelling"/> 188 of 500 characters</p>	<p>Connecticut State Department of Education Evidence Based Practice Guide for Reading: Implement a specific set of core in-school strategies and practices to support reading. Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include, but</p> <p><input type="button" value="Check Spelling"/> 693 of 1000 characters</p>	<p>Strong <input type="button" value="v"/></p>

[Add Row](#)



BUDGET

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area: (Select at least 1 tag(s))	Select Tag	
LEA / School:	Dwight-Bellizzi Dual Language Academy (064-0711)	
Quantity:	1.00	
Cost:	\$0.00	
Budget Detail Total:	\$0.00	
		Total for all other Budget Details: \$0.00
		Total for all Budget Details: \$0.00
		Allocation: \$1.00
		Remaining: \$1.00



COMPETITIVE PROCESS – SCORING RUBRIC

APPENDIX B: 1003 SCHOOL IMPROVEMENT GRANT DISTRICT APPLICATION SCORING RUBRIC

1003 SIG applications will be evaluated using the criteria shown below. Each section of the application will be rated from 0 to 3 points. Sections of the 1003 SIG applications are weighted differently. Each section will be scored from 0 to 3 and multiplied by the weight factor indicated below. Plans can receive up to 102 possible points. 1003 SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.

Application Components								
The Local Education Agency (LEA) has included all required components of the 1003 School Improvement Grant (SIG) application, and the school's plan incorporates evidenced-based interventions. Should the application score 0 points on either of the two indicators, the application will not be considered for award. An application cannot receive 1 point or 2 points for the Application Components section.								
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:	Weight Factor:	Points Per Indicator:	
Items submitted include: Completed Application, including District Information and school selection, District application, School plan, Budget proposal; Completed Statement of Assurances.	A score of 0 points will be awarded if any of the following are true about the application: The district has not submitted completed application by the deadline.			The district has submitted completed application. Where applicable, the district has answered questions using less than or equal to the maximum number of allowable characters.		1		
Because ESSA requires the state to award 1003 SIG funding to schools with the highest need, Title I schools identified as Turnaround schools according to the CT Next Generation Accountability System receive priority points.	The school for which the district is applying for 1003 funding is identified as a Title I Focus school according to the CT Next Generation Accountability System.			The school for which the district is applying for 1003 funding is identified as a Title I Turnaround school according to the CT Next Generation Accountability System.		2		
Because 1003 SIG can only be used to support activities that meet ESSA's top three tiers of evidence (strong, moderate, promising), grant applications must identify the evidence-base level of each of the priorities and strategies identified. The grant application must also include the source to substantiate the evidence-base level.	The School Plan does not include both the evidence-base level for each of the proposed priorities and strategies and the source to substantiate that the proposed priority and strategy has strong, moderate or promising evidence-base.			The School Plan includes both the evidence-base level for each of the proposed priorities and strategies and the source to substantiate that the proposed priority and strategy has strong, moderate or promising evidence-base.		2		
Total Points for Application Components								

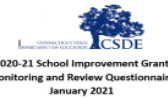
OPPORTUNITY DISTRICTS - CHECKLIST

Checklist Description [\(Collapse All\)](#) [Expand All\)](#)

<input type="checkbox"/>	1. District Application	Not Reviewed	▼
	1. Responses are complete, and satisfactory.		
<input type="checkbox"/>	2. Needs Assessment	Not Reviewed	▼
	1. The Needs Assessment is complete and realistic.		
	2. The needs assessment was completed with stakeholder engagement.		
<input type="checkbox"/>	3. Significant Strengths, Growth Areas and Resource Inequities	Not Reviewed	▼
	1. Strengths and Growth Areas align to those identified in the Needs Assessment.		
	2. Data used to substantiate Strengths and Growth Areas is complete and sufficient.		
	3. Root causes are clear and well substantiated.		
	4. Resource inequities are clear, substantiated and aligned to Growth Areas.		
<input type="checkbox"/>	4. School Improvement Plan, Overarching School Improvement Goals	Not Reviewed	▼
	1. SMART goals are complete and aligned to ESSA targets.		
<input type="checkbox"/>	5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities	Not Reviewed	▼
	1. Selected interventions address root causes and resource inequities identified in the needs assessment.		
	2. SMART goals are complete and aligned to selected interventions.		
	3. Strong, moderate or promising evidence-base specifically aligns to each selected intervention.		
<input type="checkbox"/>	6. School Budgets	Not Reviewed	▼

MONITORING & PERIODIC REVIEW

- Monitoring and periodic review will take place, at a minimum, twice a year and discussion will be focused on responses to the Monitoring and Review Questionnaire.
- School data will be reported three times annually using the Turnaround Office data tracker.



The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), requires states to monitor and provide technical assistance to schools receiving Title I, Part A, Section 1003 School Improvement Grants (SIG). Please respond briefly to the following questions that serve as the basis of the monitoring and review of your school's progress on your goals and strategies. Please submit the completed document to your assigned Turnaround Office Consultant by **February 5, 2021**. If necessary, your Turnaround Office Consultant will contact you regarding any follow-up questions.

School Name:
 School Principal's Name:
 School Principal's email:
 2020-21 SIG Award Amount: \$

- ESSA requires each LEA to show how it will support schools implementing plans supported by SIG funds. What specific supports do you have in place to assist the school in successful implementation of the school's approved SIG-funded interventions? (A bulleted list is appropriate.)
- ESSA requires each LEA to monitor schools receiving funds. What specific protocols have you put in place at the district level to monitor use of SIG funds at the school? (A bulleted list is appropriate.)
- LEAs provided two to three overarching school improvement SMART goals and SMART goals specific to each of the school's SIG-funded interventions. Provide evidence of progress toward each of the overarching goals, using applicable district- or school-level data. Please list each goal and evidence of progress.

	Goals	Mid-Year Progress	Year End Progress
Overarching Goal #1			
Overarching Goal #2			
Overarching Goal #3			

- LEAs conducted a needs assessment to determine up to three specific needs for which the school would provide interventions. Please provide evidence of progress toward the SMART goals you identified for each individual intervention. Please list each intervention and evidence of progress.

Talent Priorities	Progress Metric	Mid-Year Evidence of Progress	Year End Evidence of Progress
Academic Priorities	Progress Metric	Mid-Year Evidence of Progress	Year End Evidence of Progress
Climate Priorities	Progress Metric	Mid-Year Evidence of Progress	Year End Evidence of Progress
Operations Priorities	Progress Metric	Mid-Year Evidence of Progress	Year End Evidence of Progress

- Please list any grant revision requests approved by CSDE since the initial award of SIG funding for 2020-21.
- Keeping in mind that 2020-21 funds must be expended by June 30, 2022, please provide an update to explain year-to-date expenditures. Include information about interventions which may have not begun as anticipated for which a possible grant revision can be expected. Include description of the contingent action the LEA has planned which will support the needs identified by the needs assessment.



MODIFICATIONS AND ANNUAL RENEWAL

Schools must demonstrate progress on the following indicators:

- School classification/rating
- Discipline incidents
- Dropout rate
- Student chronic absenteeism rate
- Progress on student achievement on assessments for both regular education and high needs subgroups
- Number and percentage of students completing advanced coursework
- Four-year and six-year cohort graduation rate
- Teacher attendance rate

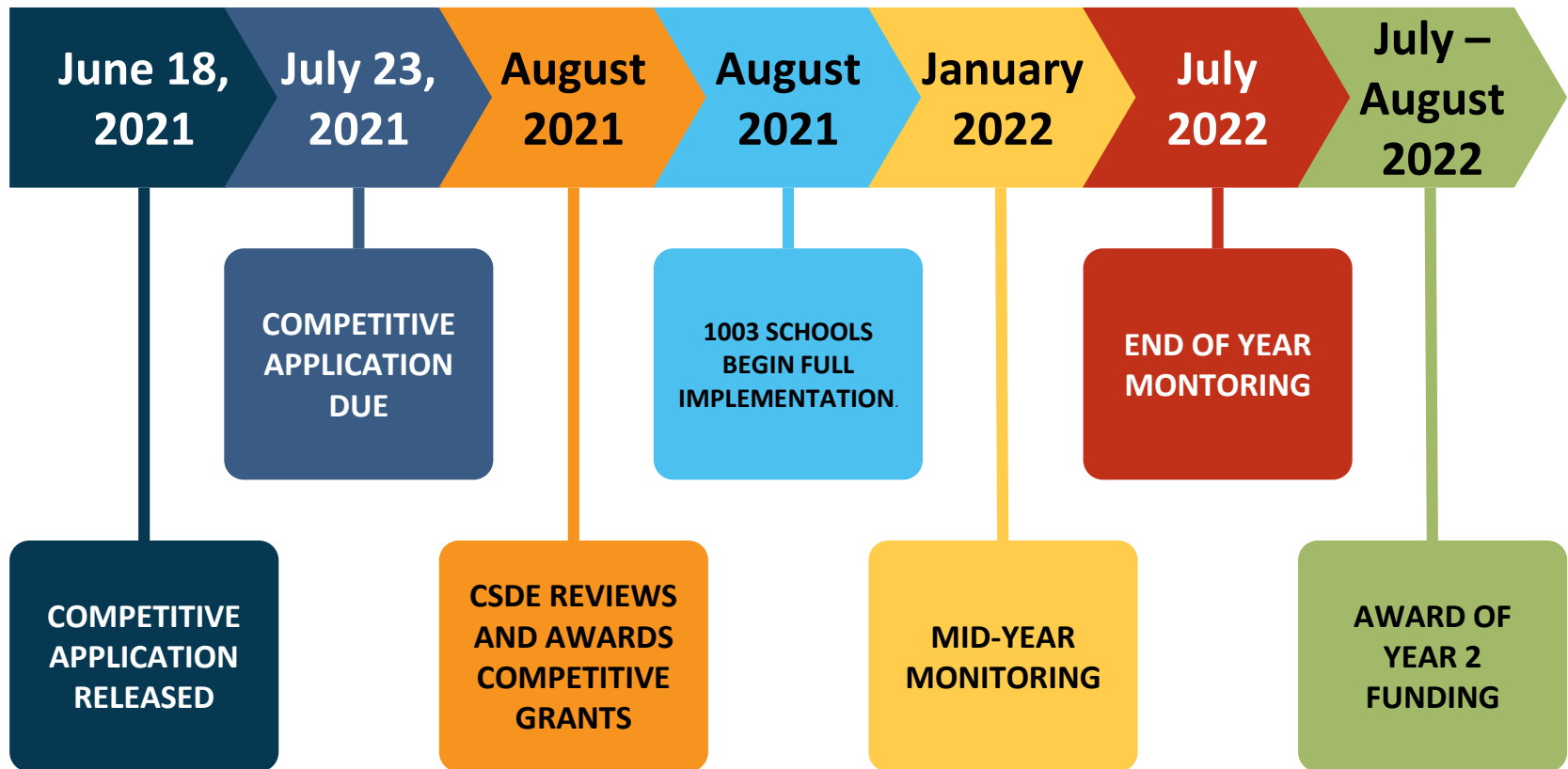
GRANT PERIOD

- The 2021-22 ESSA SIG application for funding covers a grant period beginning Fall 2021 and ending June 30, 2023.
- While this is a two-year award, this is intended to be a one-year plan.
- It is the expectation of the CSDE that at least 85% of grant funds will be expended by June 30, 2022.
- This cohort of schools will receive a new allocation of funding on an annual basis for four years.
- The last year for award will be 2024-25 (with funds expiring on June 30, 2026).

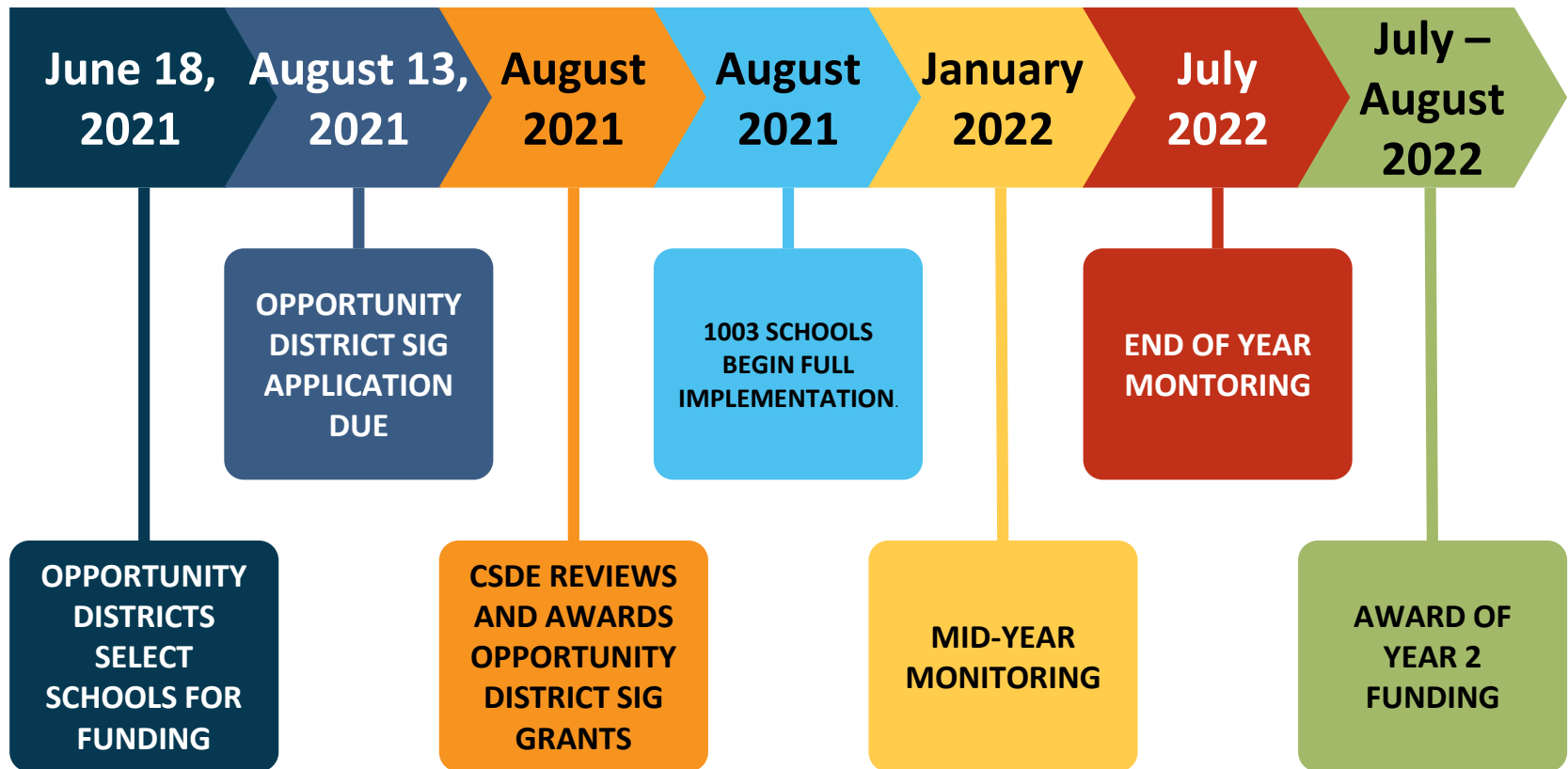
TIMELINE

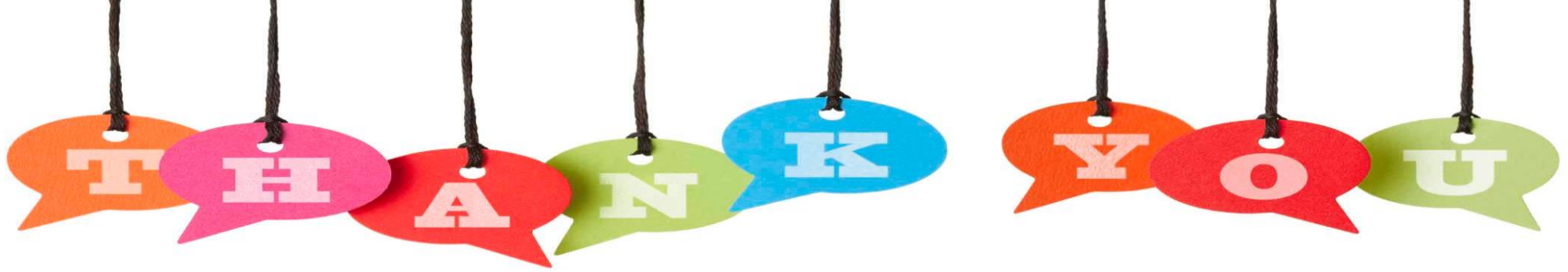


Competitive SIG Timeline



Opportunity District SIG Timeline





If you have questions regarding the
School Improvement Grant,
please contact Jennifer Webb
at the Turnaround Office:
Jennifer.webb@ct.gov or
860-713-6603