Florida Department of Education
SIG4 Proposal Outline

This is an outline of content to be completed at https://www.floridacims.org.

Contents

SIG4 Proposal Outline

I. **Needs Assessment and Intervention Selection**

For each site that the district commits to serve, the district must demonstrate it has analyzed the needs of each implementation site and the school system, including needs identified by families and the community.

A needs assessment requires the district to complete a thorough analysis of available state-, district- and site-level data (qualitative and quantitative) in order to identify points of strength as well as opportunities for growth. It should include an inventory and review of all strategies currently being implemented in the site(s) to determine which are meeting the needs and should be reinforced or supplemented, and which are not meeting the needs and should be reconsidered. The district must also demonstrate that the selected intervention aligns to the needs of the respective implementation site.

A. **Needs Assessment Results**

1. **Summary**
    Provide a summary of the needs assessment results, addressing strengths and gaps of the selected sites and the school system covering each of the following five domains: Effective Leadership, Professional Capacity, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

    Include a description of the recent trajectory of each site in order to demonstrate it is in a position to participate and be successful in this grant experience. This might include indicators such as teacher turnover rate, how long the principal has been in place, targeted PD plans that align to teacher evaluation results, relational trust among staff, students and families (collected via surveys).

2. **Supporting Documentation**
    Upload graphical data visualizations and other documentation to support the summary. Do not upload spreadsheets of raw data.

B. **Intervention Selection and Rationale**

1. **Stakeholder Engagement**

    a. **District-wide Stakeholder Group**
        Each district with one or more implementation site planning for turnaround must have a single community assessment team (CAT) that is representative of the demographics of the low-performing sites' communities and is comprised of (but not limited to) parents, business representatives, educators, representatives of local governments, community activists, and the DA regional executive director (RED; refer to s. 1008.345(6)(d), F.S.). For the purposes of SIG discussions, representatives of each site's feeder patterns should also be included.

        1. **Description of Membership and Engagement**
            Describe the district's CAT (or comparable stakeholder group) membership and process by which they were engaged in the selection of the intervention model(s).
            Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

        2. **Supporting Documentation**
            Upload the minutes from meetings occurring within the 2016 calendar year in which the district stakeholder group was engaged in discussion regarding the SIG intervention models.

b. **Site-based Stakeholders**

1. **Description of Engagement**

   Describe the process by which the district engaged the community of the implementation sites (including a diverse representation of students, families, school staff and leadership, and local businesses and organizations) in understanding the available interventions, obtained input on the selection of an intervention to meet the needs of the implementation site(s) and the district, and included the input among other factors in the ultimate selection of an intervention.

2. **Supporting Documentation**

   Upload documentation to support the description of engagement. Do not upload sign-in sheets.

2. **Intervention Selection and Rationale**

a. **Selected Intervention for Each Site**

   From the list, identify the intervention selected for each implementation site, and then provide a brief summary of how the selected intervention will address the root causes of identified needs in at least three of the following five domains: Effective Leadership, Professional Capacity, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. One of the three domains must be Family and Community Engagement. The intervention options are as follows:

   1. **Transformation [TRAN]**

      For this selection, a district eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) may propose to modify one required strategy from those labeled TRAN in Part II:A. Identify which strategy the district intends to modify and describe how it will meet the intent and purpose of that strategy.

   2. **Turnaround [TURN]**

      For this selection, a district eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) may propose to modify one required strategy from those labeled TURN in Part II:A. Identify which strategy the district intends to modify and describe how it will meet the intent and purpose of that strategy.

   3. **Early Learning Model [EARL]**

      For this selection, the district must describe the early learning program currently in place at the site. The district must also describe the proposed early learning program to be implemented at the site(s).

      For this selection, the district must also complete the following assurance:

      We understand the district must act in accordance with all state requirements in statute and rule pertaining to early learning. [YES/NO]

   4. **Whole School Reform Model [WSRM]**

      For this selection, the district must choose one of the USED-vetted developers, describe why the developer has been chosen, including how the population or setting of the implementation site is similar to the sample population or setting used by the developer as evidence supporting the model, and the next steps for partnership.

   5. **Restart with CMO or EMO [REST]**

      For this selection, the district must also complete the following assurances:

We understand a restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. [YES/NO]

We understand a restart model must enroll, within the grades it serves, any former student who wishes to attend the school. [YES/NO]

6. **Closure [CLOS]**
   For this selection, the district must also complete the following assurances:

   We understand school closure occurs when a district closes a school and enrolls the students who attended that school in other schools in the district that are higher achieving. These other schools must be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. [YES/NO]

   We understand the district must monitor and report the progress of reassigned students to the Florida Department of Education for the duration of the SIG program. [YES/NO]

II. District Commitment

A. Meeting the Requirements of the Intervention(s)

In this section, the district must ensure the requirements of the selected intervention(s) are met by providing assurances and summaries as applicable. The district must incorporate in Part III the action steps and budget amounts needed during Year 1 only and must estimate budget amounts for Years 2-5.

1. **Ensuring Effective Leadership**

   a. **Assurance - Operational Flexibility [TURN – TRAN – WSRM]**
   We understand the district must provide sufficient operational flexibility (including in staffing, calendars/time, and budgeting, at a minimum) to the implementation site during the SIG program. The district will ensure the principal identified to lead the site has discretion and understands the process for exercising or requesting additional flexibility when needed to implement the school improvement plan that has been aligned to the district's SIG plan. Reviewers will access the 2016-17 DIAP in CIMS to review the district's definition of operational flexibility under the "Supports for School Improvement" section. [YES/NO]

   b. **Description of Governance [TURN – TRAN – WSRM]**
   Required for Turnaround and permissible for Transformation and Whole School Reform, the district shall adopt a new governance structure, which may include, but is not limited to, requiring the implementation site to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability. Describe the structure to be implemented.

   c. **Assurance - Principal Placement [TURN – TRAN – EARL]**
   We understand the principal identified to lead each site throughout the school improvement grant must be in place as soon as possible and no later than the first day of school in 2017-18. [YES/NO]

d. **Principal Replacement or Retention [**TURN **–** TRAN **–** EARL**]**
The district must replace the principal who led the implementation site prior to commencement of the intervention. However, the federal regulations allow flexibility if the district is able to demonstrate: (1) the principal at that site was replaced after the 2013-14 school year as part of a broader reform effort, and (2) the current principal has the experience and skills needed to implement the SIG4 plan.

1. **Intent to Replace Principal**
Indicate for each implementation site whether the district will replace the principal. [YES/NO]

2. **Desired Competencies for Replacement**
For each principal to be replaced, provide a brief summary of the desired experience and competencies the district will look for in a replacement.

3. **Principal Retention**
   i. **Rationale**
   For any implementation site in which the principal will not be replaced, describe the rationale for keeping the principal at the site. The rationale must include a summary of the experience and skills the current leader possesses to enable him or her to lead the implementation site during the grant period.
   ii. **Resume(s)**
   For any principal who will not be replaced, upload the principal's current resume.

e. **Assurance - Amendments to Principal [**TURN **–** TRAN **–** EARL **–** WSRM **–** REST**]**
We understand any changes to the principal after the start of the 2017-18 year must be submitted and approved as a project amendment or during the annual renewal process, with a rationale for the change as well as evidence that the new principal is equipped and has the necessary support to lead the site through the remainder of the school improvement grant. [YES/NO]

f. **Commissioner's Leadership Academy [**TURN **–** TRAN **–** EARL **–** WSRM **–** REST**] (Optional Strategy)**

1. **Participation**
Will one instructional leader of each selected site and one instructional leader from the district participate in the Commissioner's Leadership Academy (CLA) in 2017-18 with the full intention of becoming facilitators-in-training in 2018-19 and facilitators in 2019-20? [YES/NO]

2. **Rationale for Declining CLA Participation**
If one or more sites will not participate in the CLA, describe the rationale. Include how the district will build capacity of leadership at the sites and within the district to recognize effective classroom instruction and provide regular and productive feedback to teachers to improve practice.

2. **Building Professional Capacity**

a. **Assurance - Evaluation System [**TRAN **–** EARL**]**
We understand the district must implement rigorous, transparent, and equitable evaluation and support systems for leaders, teachers, and other staff, designed and developed with teacher and principal involvement, that (a) will be used for continual improvement of instruction; (b) meaningfully differentiate performance using at least three performance levels; (c) use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple

formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (d) evaluate teachers and principals on a regular basis; (e) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (f) will be used to inform personnel decisions. [YES/NO]

b. **Assurance - Staff Replacement [TRANS – EARL]**
We understand the district must use the evaluation system to inform the identification and removal of implementation site leaders, teachers, and other staff who have received ample opportunities to improve their professional practice, but have not done so. [YES/NO]

c. **Assurance - High Staff Qualifications [EARL]**
We understand the district must require high staff qualifications, including a minimum of one teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials, per classroom of 20, and a child-to-instructional staff ratio of no more than 10 to 1. [YES/NO]

d. **Assurance - Preschool Staff Salaries [EARL]**
We understand the district must offer preschool instructional staff salaries that are comparable to the salaries of local K-12 instructional staff. [YES/NO]

e. **Assurance – Staff Competencies [TURN]**
We understand the district must use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent, and select new staff. [YES/NO]

f. **Description of Staff Screening [TURN – TRAN – EARL – WSRM]**
Describe the desired competencies for staff to be retained or hired at the implementation site, and the process for screening existing staff to determine if they have the desired competencies. Include in your response how the competencies and/or screening process may differ from what is needed in non-SIG schools.

g. **Description of Staff Recruitment [TURN – TRAN – EARL – WSRM]**
Describe how the district will recruit and place staff with desired competencies at the implementation site(s) by the start of Year 2.

h. **Staff Retention and Development**

1. **Assurance – Retention Strategies [TURN – TRAN – EARL – WSRM]**
We understand the district must design and implement strategies to build professional capacity and ensure staff with desired competencies remain at the implementation site(s) for the duration of the SIG program. [YES/NO]

2. **Assurance - PD and Technical Support [TURN – TRAN – EARL – WSRM]**
We understand the district must provide staff ongoing, high-quality, job-embedded professional development and technical support that is aligned with the site's comprehensive instructional program and designed with site staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. [YES/NO]

3. **Assurance - Joint Planning with Preschool Teachers [EARL]**
   We understand the district must provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions. [YES/NO]

4. **Assurance - Performance Bonuses [TRAN – EARL]**
   We understand the district must use the evaluation system to identify and reward implementation site leaders, teachers, and other staff who, in implementing the selected intervention for three years, have increased student achievement and high school graduation rates. [YES/NO]

3. **Promoting Ambitious Instruction and Learning**

   a. **Increasing Learning Time**
   1. **Assurance - Scheduling Process [TURN – TRAN]**
      We understand the district must review and modify the master schedule in each site to make more efficient use of time for core instruction and enrichment activities. If applicable, we may need to extend the school day, week, or year. [YES/NO]

   2. **Assurance - Full Day [EARL]**
      We understand the district must offer full day preschool and kindergarten. [YES/NO]

   b. **Selection of Instructional Programs and Monitoring Tools**
   1. **Assurance - Inventory and Review Process [TURN – TRAN – EARL – WSRM]**
      We understand the district must work with the implementation site(s) to determine whether new instructional programs and/or monitoring tools are needed for the implementation sites to be able to (1) implement standards-based instruction and (2) promote the continuous use of student data to inform and differentiate instruction in order to meet the academic, and for EARL, the educational and developmental, needs of individual students. [YES/NO]

   2. **Assurance – Standards-based Instruction [TURN – TRAN – EARL – WSRM]**
      We understand instructional programs must be research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. [YES/NO]

   3. **Assurance – Early Learning Instructional Program [EARL]**
      We understand the instructional program must include developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and development standards, for at least the year prior to kindergarten entry. In the early grades, programs must promote the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions. Program evaluation to ensure continuous improvement must be embedded. [YES/NO]

   4. **Assurance - Inclusion of Students with Disabilities [EARL]**
      We understand the preschool program must offer inclusion of children with disabilities and individualized accommodations and supports so that all children can access and participate fully in all learning opportunities. [YES/NO]

4. **Engaging Families and Communities [TURN – TRAN – EARL – WSRM – REST – CLOS]**

Describe how the district will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis. Where applicable, address the following in your response:

- How will the district ensure the sites are welcoming to families and the community?
- How will the district develop and support relational trust among stakeholders?
- How will the district ensure the SIG plan is made accessible to the community served by the site(s)?
- How will the district empower the awarded sites to create and foster partnerships that align human and social resources to student and family needs?
- Describe the community partnerships that promote families' access to services that support their children's learning and development. [EARL]
- Describe the community-oriented services the district will provide to meet the needs of students. [TURN]

5. **Fostering a Safe and Supportive Environment**

    a. **Social-Emotional Supports [TURN – WSRM]**
    Describe the social-emotional supports the district will provide to meet the needs of students.

    b. **Comprehensive Services [EARL]**
    Describe the on-site or accessible comprehensive services the district will provide to meet the needs of students.

    c. **Assurance – Health and Safety Standards [EARL]**
    We understand the district must implement evidence-based health and safety standards at the implementation site(s). [YES/NO]

B. **Building Capacity for Sustainability**

In this section, the district must summarize how it will provide effective oversight, monitoring, and support for implementation of the selected interventions for each implementation site, consistent with the final requirements. In Part III, the district must incorporate the action steps and budget amounts needed during Year 1 only and estimate amounts needed in Years 2-5.

1. **Lessons Learned**

    a. **Prior Turnaround Implementations**
    If the district has been awarded SIG 1003(g) funding in Cohorts 1, 2 or 3, and/or has implemented a non-SIG funded, district-managed turnaround (DMT) model in any school pursuant to section 1008.33, Florida Statutes, within the past five years, describe the successes, challenges and lessons learned that will inform implementation of Cohort 4. If the district has included in this proposal a Cohort 1 or 2 site and/or a site in which it has previously implemented a DMT, include in your response a description of what actions have been taken, and commitments made, to ensure improvements would be sustained if awarded for Cohort 4.

    b. **Disclosure of Findings**
    If the district received any findings as a result of a financial or program audit of grants within the past three years, briefly describe them here, including the corrective actions prescribed and implemented, as well as any lessons learned that will inform implementation of SIG 1003(g) Cohort 4.

2. **Hiring a Continuous Improvement Director (Optional Strategy)**

a. **Hiring a CID**

Will the district hire and fund the salary, benefits, travel, and supplies for one FTE administrator who will serve as continuous improvement director (CID) dedicated to studying and supporting the implementation of SIG throughout the program period? The candidate must be recruited and placed by June 1, 2017, according to the hiring process stated in the CID Position Description. [YES/NO]

b. **Petition for Bonus Points without Hiring a CID**

1. **Position Comparability**

Describe how the district is able to fulfill the qualifications and responsibilities of the CID Position Description without using the hiring process or reporting structure described therein.

2. **Other Responsibilities**

If the position will have responsibilities aside from those directly supporting implementation of SIG4, describe them here. Ensure the budget reflects the FTE.

3. **Reporting Structure**

Describe the reporting structure for the position.

4. **Identified Candidate**

If the person has already been identified, upload the resume.

5. **Assurance – Assumption of Responsibilities**

We understand the candidate must assume the responsibilities of the CID Position Description no later than June 1, 2017. [YES/NO]

c. **Assurance – Participation in the Commissioner's Leadership Academy**

If applicable based on the above responses, we understand the CID, or the district representative who will fulfill the responsibilities of the CID Position Description, shall participate in the Commissioner's Leadership Academy in 2017-18 with the full intention of participating as a facilitator-in-training (FIT) in 2018-19 and a facilitator in 2019-20. [YES/NO]

3. **Engaging in Improvement Science**

a. **Assurance – Project Management**

We understand the district will be required to upload documentation and write detailed implementation notes as evidence of completion of each district deliverable in the SIG4 plan. Deliverables will be reviewed by BSI on a quarterly basis to determine if evidence is acceptable to earn points toward annual renewal. [YES/NO]

b. **Assurance – Annual District Presentation**

We understand the district will be required to present on lessons learned once annually to a cross-district group. [YES/NO]

c. **Assurance – Participation in Professional Learning Community**

We understand a district-level SIG4 representative will be required to participate in a statewide SIG professional learning community. When applicable, the district-level SIG4 representative must be the continuous improvement director (CID) or the district employee fulfilling the responsibilities of a CID. [YES/NO]

4. **Participation in 5Essentials or Comparable Evidence-Based Survey(s)**

a. **Assurance – Evidence-based Survey**
We understand the district must administer the 5Essentials Survey, or comparable evidence-based survey(s), to students, teachers, and parents at each implementation site annually, starting in January 2017. We also understand, if available, the same survey instrument must be used throughout the program period for continuity of reporting. [YES/NO]

b. **Comparable Survey**

1. **Description**
If your district is proposing to use a survey instrument, or set of instruments, comparable to the 5Essentials Survey, identify the instrument(s) here and describe your rationale for using the instrument(s).

2. **Documentation**
Upload documentation to demonstrate the survey instrument(s) fulfills the criteria for comparability.

c. **Preparation for Survey Administration**
Describe how the district will ensure each implementation site is prepared to administer the survey(s).

d. **Reporting Requirements**
Describe how the district will ensure each implementation site meets the reporting thresholds for teachers, students, and parents required by the survey instrument(s).

e. **Sharing and Using Results**
Describe how the district will ensure the results are shared with stakeholders and used to inform school improvement planning at each implementation site.

5. **District Selection and Monitoring of External Providers**

If the district selects the Restart intervention or contracts with an external provider for assistance implementing one or more strategies, it must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting the SIG requirements, starting with a rigorous review and selection process.

a. **Year 1 External Provider Information**
For each external provider to be contracted in Year 1 using SIG funds, the district must upload a completed "External Provider Information Form" or a document that provides comparable information.

b. **Assurance – Future Partnerships with External Providers**
We understand any future contracts with external providers that will be funded through SIG4 must be submitted and approved as a project amendment or during the annual renewal process, with a rationale for the change and a completed "External Provider Information Form," or a document that provides comparable information. [YES/NO]

6. **Annual Development of the SIG4 Plan and Budget**

a. **Assurance - Annual Approval of Plan and Budget**
We understand the district's SIG4 Plan, including a budget, will be developed and refined annually in collaboration with the district leadership team, including the turnaround lead, the regional executive

director (RED), the continuous improvement director (if funded in the proposal), the principal, and site leadership team, and submitted for approval by the department as a condition of renewal. [YES/NO]

b. **Assurance - Approval of Amendments**
We understand that program amendments should be rare, given the annual opportunity to refine the plan and submit a budget. Any amendments submitted to the department that are not accompanied by written approval of the district turnaround lead and the RED will be automatically rejected. [YES/NO]

c. **Assurance - Rationale for Amendments**
We understand any amendments submitted without a detailed rationale will be automatically rejected. An acceptable rationale includes the story behind the change (i.e., what led to the decision), including the data used to determine the need, how the change is expected to positively impact progress toward the strategic goals and/or reduce barriers to implementation of the SIG plan, and assurance that the required components of the SIG intervention will be met. [YES/NO]

7. **Annual Development of School Improvement Plan(s)**

a. **Assurance - Alignment of SIPs**
We understand the district must annually engage stakeholders within the district and implementation site(s), including the continuous improvement director (CID) or equivalent, to design a school improvement plan for each site that maintains alignment to the district's SIG plan, including targets. [YES/NO]

b. **Assurance - Mid-year Reflection**
As a condition of annual renewal, the district will engage stakeholders within the district and implementation site(s), including the CID or equivalent, to complete an annual mid-year reflection of the goals, barriers, and strategies in each site's SIP and the district's SIG4 plan. [YES/NO]

8. **Assurance - Disclosure of Significant Events**

We understand the district must disclose through the quarterly deliverable process any significant events or changes that will impact implementation of the SIG4 plan throughout the project period. Such events may include, but are not limited to, changes in organizational structure or leadership; staff turnover; additional grant funding that overlaps with the scope of the SIG budget; new, modified, or terminated contracts with external providers; and burglary, vandalism, or natural disasters affecting resources purchased with SIG funds. [YES/NO]

9. **Planning for Sustainability**

Describe actions the district has taken, or will take, to ensure sustainability of improvements by the end of the project period. Your response should address alignment of resources and take into account the annual tapering of the SIG4 award (see Part IV: B.).

10. **District Policies and Practices**

c. **Assurance – Supports for School Improvement in DIAP**
We understand the reviewers will access the 2016-17 District Improvement and Assistance Plan (DIAP) in CIMS to review the district's responses under the "Supports for School Improvement" section, and BSI will monitor its application to the implementation site(s) during project implementation. [YES/NO]

III. District Problem Solving

To satisfy this part, the district must use the District Problem Solving (DPS) module to document one or more long-term goals for building the district's capacity and improving the implementation sites through the life of the SIG program, anticipate barriers to the goals and identify strategies that meet the requirements of the grant. However, action steps and monitoring activities should only be entered for Year 1 in the proposal. During each annual renewal process, the district will have the opportunity to refine goals, barriers and strategies based upon lessons learned, and add SMART goals (i.e., targets), specific action steps and monitoring activities for the following year of implementation.

A. Strategic Goals and Targets

1. 5-Year Goals

Populated from DPS SIG4-tagged goals, Step 1a

The district must establish one or more 5-year strategic goals designed to address the highest priority needs of the implementation site(s) in three or more of the five domains (depending on the selected intervention model), as identified in Part I. These are goals designed to be implemented by the district in partnership with the site and supported by the state. These are not necessarily the same as the SIP goals, but the SIP goals should be aligned.

2. Annual Data Targets

Populated from DPS SIG4-tagged goals, Step 1b

The district shall annually set targets for the statewide assessments in English language arts and mathematics that they expect the implementation sites to achieve as a result of the district's implementation of the strategic goal(s) and SIG program. Additional data targets may be added that align with the expected outcomes of achieving the 5-year strategic goal(s).

3. Monitoring Progress toward Goals

Populated from DPS SIG4-tagged goals, Step 8

The district must describe how it will monitor progress toward the strategic goal(s). This must include who is responsible, the data to be collected and the criteria for evaluation, the start and end dates for the monitoring (within Year 1 only), and the evidence expected when each monitoring activity is completed. Timelines will be updated during the annual renewal process to include the following year's anticipated monitoring activities.

B. Barriers and Resources

1. Targeted Barriers

Populated from DPS SIG4-tagged goals, Step 3

The district shall brainstorm barriers to the strategic goals, organize them into themes, prioritize the themes and select one or more barriers to address in the plan.

2. Resources

Populated from DPS SIG4-tagged goals, Step 2b

For the targeted barriers, the district shall brainstorm resources it already has in place that could help them address the barriers. This exercise is intended to ensure SIG funds are used to supplement, not supplant current federal, state and local resources, when determining what additional supports are needed to reduce or eliminate barriers.

C. Strategies to Improve the Conditions for Success

Populated from DPS SIG4-tagged goals, Step 4

Districts must address three or more of the five domains by tagging strategies in DPS to SIG4 and selecting one or more "essential conditions" tags to indicate which domain(s) each strategy is intended to strengthen. The strategy must include a short title, a description, and a rationale.

The interventions each contain required strategies but also allow for additional strategies deemed necessary for the district to fully implement the intervention, achieve the strategic goals, earn bonus points, and strengthen at least three of the five essential conditions for school improvement. The district must include the required strategies by adding them in DPS and completing a checklist to indicate the Quick Key of the associated strategy beside each required or optional strategy.

A district eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that proposes to modify one element of the turnaround or transformation intervention, must describe in its Strategy Rationale how it will meet the intent and purpose of that element.

D. Action Steps to Implement the Selected Strategies

Populated from DPS SIG4-tagged goals, Step 5

For actions needed during Year 1 only, the district must describe the specific district actions, including who is responsible, the start and end dates, and the evidence expected when each action is completed. Action steps should include any actions needed to address barriers to equitable access or participation of students, teachers and other beneficiaries with special needs in SIG-funded strategies.

Note: Site-level actions must not be identified in the district plan but rather integrated into the school improvement plan.

E. Intervention Monitoring and Support

1. Fidelity of Implementation

Populated from DPS SIG4-tagged goals, Step 6

The district must identify how it will monitor implementation of each strategy to ensure the project managers are on track and have the resources needed to ensure action steps are completed as intended. This must include who is responsible, the data to be collected and the criteria for review, the start and end dates for the monitoring (within Year 1 only), and the evidence expected when each monitoring activity is completed. Timelines will be updated during the annual renewal process to include the following year's anticipated monitoring activities.

2. Strategy Effectiveness

Populated from DPS SIG4-tagged goals, Step 7

The district must identify how it will monitor effectiveness of each strategy at reducing the targeted barriers to the strategic goals and addressing the identified needs. This must include who is responsible, the data to be collected and the criteria for review, the start and end dates for the monitoring (within Year 1 only), and the evidence expected when each monitoring activity is completed. Timelines will be updated during the annual renewal process to include the following year's anticipated monitoring activities.

IV. Budget

The district must incorporate a budget that indicates the amount of school improvement funds the district will use in each implementation site it proposes to serve as well as for district-level activities designed to support implementation of the SIG4 plan. The district will include budget line items needed to fund each Year 1 action step in Part III. Actions and budget lines needed beyond Year 1 will be added and approved during the annual renewal process.

A. Federal Assurances

1. Assurance 1

We understand the district will use the SIG to implement fully and effectively the selected intervention in each site consistent with the final requirements. [YES/NO]

2. Assurance 2

We understand the district will establish annual targets for student achievement on the State's assessments in both English language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each implementation site. [YES/NO]

3. Assurance 3

We understand the district will report to the State, upon request, the site-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation. [YES/NO]

4. Assurance 4

We understand the district will ensure each implementation site receives all of the federal, state and local funds it would normally receive in the absence of a SIG and that those resources are aligned in support of the interventions. [YES/NO]

B. 5-Year Budget

FDOE has instituted annual budget caps:
- *District budget for Years 1 and 2 combined is not to exceed $2,500,000*
- *District budget for Year 3 is not to exceed $750,000*
- *District budget for Year 4 is not to exceed $500,000*
- *District budget for Year 5 is not to exceed $250,000*

Additionally, FDOE recommends the following limits on categorical expenses:

- *Personnel expenditures range from 40% to 60% of the total annual award*
- *Professional development expenditures range from 15% to 30% of the total annual award*
- *Technology expenditures range from 5% to 15% of the total annual award*

Enter estimated budget amounts for Years 2-5 in the following categories. These are estimates only and will be adjusted as needed during each annual planning and renewal process.

Year 1 totals will populate the chart from the amounts entered for each action step in Part III.

	Year 1	Year 2	Year 3	Year 4	Year 5
	(Years 1 and 2 NTE $2,500,000)		(NTE $750,000)	(NTE $500,000)	(NTE $250,000)
SALARIES					
BENEFITS					
THIRD PARTY AGREEMENT (e.g., external provider, whole school reform developer)					
PROFESSIONAL DEVELOPMENT (e.g., travel, materials)					
INSTRUCTION RELATED TECHNOLOGY					
STUDENT ENRICHMENT ACTIVITY FEES					
INSTRUCTIONAL SUPPLIES					
STUDENT TRANSPORTATION					
FURNITURE, FIXTURES AND EQUIPMENT NON-CAPITALIZED					
INDIRECT COSTS					
TOTALS					

C. DOE 100A Form

Form DOE 100A must be downloaded, completed, signed by the agency head or designee, scanned, and then uploaded to the SIG4 proposal prior to the proposal deadline.

The hard copy of the form, bearing the original signature of the agency head or designee, must be mailed to the FDOE Office of Grants Management and received by 5:00 p.m. Eastern Daylight Time on Friday, September 9, 2016.

V. Executive Summary

A. Project Summary
Briefly summarize the district's project proposal. Include in the response

- The vision, or desired state, the district is trying to realize in the implementation sites and how it relates to the vision for all schools in the district
- Why the district team believes the grant will help achieve and sustain that desired state (i.e., the working theory of action)

- Any additional details to help the reviewers understand why the FDOE should award a SIG to the district for this proposal

B. PowerPoint Presentation

Upload a PowerPoint presentation (5-10 slides) to summarize the entire proposal.

- The presentation will be used to orient the review panel to the district proposal during Round 3 of the review process. It should be created with this audience in mind
- The presentation must reflect the information provided in the proposal
- The presentation will be a foundation for meeting the assurance found in section II.B.3.b.

C. Intervention Checklist(s)

*Upload a completed checklist for each intervention selected to indicate the locations in the proposal where each applicable requirement is addressed. The checklists can be downloaded from the **SIG Cohort 4** tab of the CIMS **Toolkit**.*