

# SIG4 Proposal Review: Round 2 Protocol

Two members of the Bureau of School Improvement Team will review the proposal profile and required reading for each district and follow the format of inquiry to complete Round 2.

## Proposal Profile

- District name
- Implementation sites with selected intervention and targeted essentials
- Profile of district and sites (U.S. Census Bureau, school enrollments and performance data)
- Principal retention decision at each site; principal history
- Executive summary, as provided by district
- Strategic goals from District Problem Solving that include a SIG-tagged strategy
- Current and prior turnaround and SIG implementations

## Required Reading

- Intent to Apply
- SIG4 Proposal
- Round 1 Checklist
- District Improvement and Assistance Plan (DIAP)
- Uploads for needs assessment
- Documentation of stakeholder engagement
- External provider forms, where relevant
- Principal résumé, where relevant
- CID résumé, where relevant
- Survey comparability documentation, where relevant
- Executive summary PowerPoint

## Supplemental Reading

- Turnaround Option Plans (TOPs) and SIG3 Proposal, where relevant
- 2016-17 School Improvement Plans (SIPs) of implementation sites, if available
- 2015-16 Title I, Part A Application (TIPA)
- 2015-16 Parental Involvement Plan (PIP)
- 2016-17 Title II Application

## Format of Inquiry

1. Reviewers will complete the form using non-judgmental “I notice, I wonder” language.
2. Reviewers will be asked to identify page and section numbers, source codes, and quick keys, where relevant.
3. Reviewers may be asked to provide responses from the proposal or supplemental documents to highlight for the expert panel.
4. The Round 3 expert panel will be provided a copy of this completed form for each district reviewed.

# SIG4 Proposal Review: Round 2 Protocol

## Look-For 1: Use of Data to Inform Intervention Selection

Stakeholder Engagement		
Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<p>There is evidence the district</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used multiple strategies to encourage participation and increase the diversity of family and community stakeholders in SIG discussions</li> <li><input type="checkbox"/> Conducted some efforts in 2016</li> <li><input type="checkbox"/> Collected and analyzed stakeholder input</li> <li><input type="checkbox"/> Considered input and lessons learned in the selection of the intervention</li> </ul> <p>The minutes from stakeholder meetings</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Include the names and roles of attendees, who are demographically representative of the site(s) and feeder patterns</li> <li><input type="checkbox"/> Reflect discussion of SIG interventions</li> </ul>		

Needs Assessment		
Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<p>There is evidence the district</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used multiple sources of data, including data from stakeholders</li> <li><input type="checkbox"/> Analyzed data trends over time</li> <li><input type="checkbox"/> Conducted root cause analysis</li> </ul>		

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## Look-For 2: District Commitment

### Meeting the Requirements of the Intervention – Effective Leadership

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<ul style="list-style-type: none"> <li><input type="checkbox"/> The district has defined operational flexibility in the 2016-17 DIAP</li> <li><input type="checkbox"/> The governance structure described in the proposal is different from that in the DIAP and includes a rationale</li> <li><input type="checkbox"/> The rationale for keeping or replacing the principal is student-centered and aligns to the stated needs of the implementation site(s)</li> <li><input type="checkbox"/> For principal replacement, the desired experience and competencies align to the stated needs for the implementation site</li> <li><input type="checkbox"/> For principal retention, the principal’s résumé reflects the experience and competencies identified as necessary to support the SIG implementation</li> </ul>		

### Meeting the Requirements of the Intervention – Professional Capacity

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<ul style="list-style-type: none"> <li><input type="checkbox"/> The process the district plans to use to screen, retain, or replace staff at the implementation site(s) and the process used more broadly per the DIAP</li> </ul> <p>The proposal includes strategies or action steps that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide for job-embedded professional development</li> <li><input type="checkbox"/> Differentiate PD opportunities to meet the individual needs of the site(s), administrators, and teachers, based on student and teacher data</li> </ul>		

# SIG4 Proposal Review: Round 2 Protocol

## Look-For 2: District Commitment

### Meeting the Requirements of the Intervention – Ambitious Instruction and Learning

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
This section was reviewed during Round 1 as all items are assurances.		

### Meeting the Requirements of the Intervention – Family and Community Engagement

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<input type="checkbox"/> The proposed strategies in District Problem Solving align to the values described in Part II: B.4.		

### Meeting the Requirements of the Intervention – Safe and Supportive Environment

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<input type="checkbox"/> For TURN or EARL, there is evidence the district reviewed the current supports and interventions to determine whether they align to the academic, behavioral, and social-emotional needs of students, and are well implemented		

### Building Capacity for Sustainability

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
In districts with prior implementations of SIG or TOPs (as identified in profiles), the proposal identifies and builds upon <ul style="list-style-type: none"> <li><input type="checkbox"/> Successes</li> <li><input type="checkbox"/> Lessons learned</li> </ul>		

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Building Capacity for Sustainability		
Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<p>If the district petitions to fulfill the qualifications and responsibilities of the CID position description without using the hiring process or reporting structure, the proposal indicates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> <li><input type="checkbox"/> Responsibilities will be added to an existing position</li> <li><input type="checkbox"/> A dedicated position will be designated</li> </ul> <p>If the district proposes to administer an annual survey comparable to the 5Essentials, the proposal provides</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> <li><input type="checkbox"/> Documentation that survey meets criteria stated in Toolkit</li> </ul> <p>The proposal includes steps in District Problem Solving to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement the 5Essentials or comparable survey in Year 1, including steps for meeting the minimum response rates</li> <li><input type="checkbox"/> Receive data in time for Year 2 planning</li> </ul>		

### Look-For 3: Clarity and Cohesiveness of the Plan and Budget

Overall		
Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<ul style="list-style-type: none"> <li><input type="checkbox"/> The proposal uses plain language and avoids overuse of professional jargon and acronyms</li> <li><input type="checkbox"/> The proposal appears to be different from or supplemental to the work documented in the DIAP and SIP(s)</li> <li><input type="checkbox"/> The district vision or desired state is clearly and cohesively represented throughout the proposal</li> <li><input type="checkbox"/> The Executive Summary and PowerPoint reflect the contents of the proposal</li> <li><input type="checkbox"/> The action steps and budget align to the narrative responses and assurances</li> </ul>		

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## Look-For 3: Clarity and Cohesiveness of the Plan and Budget

Step 1 – Goals: Creating a Theory of Action		
Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
Each strategic goal <input type="checkbox"/> Focuses on systems-level changes that will support the highest areas of identified need <input type="checkbox"/> Describes the desired state that would result from the resolution of a problem or set of problems <input type="checkbox"/> Forms, together with the indicators in 1b, a coherent theory of action (i.e., “If we accomplish [1a], we believe we will see [1b]”) <input type="checkbox"/> Addresses, in conjunction with the accompanying indicators, the stated needs of the implementation site(s)		

Step 3 – Targeted Barriers		
Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
The selected barriers are <input type="checkbox"/> Clearly related to the stated goal <input type="checkbox"/> Alterable elements of curriculum instruction, environment or organizational systems <input type="checkbox"/> Wide-reaching, immediately actionable, or highly impactful on the goal if removed		

# SIG4 Proposal Review: Round 2 Protocol

## Look-For 3: Clarity and Cohesiveness of the Plan and Budget

### Steps 4 and 5 – Strategies and Action Steps: Planning to “Do”

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<p><b>Step 4</b> The rationale provided for each selected strategy</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how it is intended to address the targeted barrier</li> <li><input type="checkbox"/> Provides a summary of relevant research supporting the approach in a similar population</li> <li><input type="checkbox"/> Each strategy has one or more essential conditions tags applied</li> </ul> <p><b>Step 5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The action steps form a cohesive and realistic implementation timeline for the strategy</li> <li><input type="checkbox"/> The action plans distribute responsibility</li> </ul>		

### Steps 6 and 7 – Monitoring Plans: Fidelity and Effectiveness of Strategy Implementation

Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<p><b>Step 6</b> The monitoring plans</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline supports that will be provided for person(s) implementing the action plans (Step 5)</li> <li><input type="checkbox"/> Include activities for collecting and analyzing data, and providing analysis to decision makers to determine fidelity of implementation</li> </ul> <p><b>Step 7</b> The monitoring plans</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use multiple data measures where possible and relevant</li> <li><input type="checkbox"/> Include activities for collecting and analyzing data, and providing analysis for decision makers to determine effectiveness of strategies</li> </ul>		

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## Look-For 3: Clarity and Cohesiveness of the Plan and Budget

Budget		
Reviewer Look-Fors:	I notice and would like the panel to be aware...	I wonder and would like the panel to discuss...
<input type="checkbox"/> The budget falls within the annual and categorical threshold recommendations		
<input type="checkbox"/> Expenditures are described and justifications are provided if needed to help reviewers understand the rationale		