

SIG4 Proposal Guidance

This guidance was compiled from reviewer feedback in the first cycle of the SIG4 competition.

Overall

- Focus on strengthening alignment and making explicit connections across the entire proposal
 - The project purpose should be clear and cohesive across the identified needs in Part I; narrative descriptions in Part II; goals, barriers, strategies, and action steps in Part III; budget lines in Part IV; and executive summary in Part V

Needs Assessment Summary (Part I.A.1.)

- Ensure needs identified and intervention selection rationale provided are specific to each implementation site; if similar or identical information is provided for multiple sites, provide evidence to demonstrate site needs are similar

Principal Replacement or Retention (Part II.A.1.d.)

- For Turnaround, Transformation, and Early Learning, the principal can only be retained if he or she was placed at the site *after* the 2013-14 school year; that is, the principal's start date must fall after the 2013-14 school year and before August 1, 2018

Engaging Families and Communities (Part II.A.4.)

- Ensure each of the guiding questions in this section of the proposal is fully addressed

Hiring a CID (Part II.B.2.)

- Review the [CID Position Description](#) document and ensure the remainder of the proposal reflects understanding of the CID position
- The timely hiring of the CID should be reflected in the Year 1 action steps and budget

District Problem Solving (Part III) and Budget (Part IV)

- A common area of concern noted by reviewers was lack of detail provided in the strategy rationale and action plan; it will be beneficial to review the **Guidance** tab in **Steps 4** and **5** of the **Problem Solving** module
- Make sure every SIG4-tagged strategy includes a rationale that ties it back to the identified needs, from which the goal and barriers are derived, and that the action steps demonstrate the district has considered what must occur in Year 1 in order to fully implement the strategy by Year 2 (meaning, there should be more than one step per strategy)
 - Additionally make sure every budget line is obviously connected to the action step, which ties back to the strategy, which ties back to the need
- Make sure the **Focus** drop-down menus in **Step 1b** (targets) and **Step 5** (action steps) are set to the specific implementation site or to "All SIG4 Implementation Sites"; do not leave as "District-wide," as it could be construed as supplanting

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- Distribute responsibility for action steps and monitoring activities; while school staff may be responsible for some action steps, ultimately it is the district's responsibility to implement and monitor the plan
- To ensure your proposal is cohesive, use a combination of opportunities to provide narrative (i.e., strategy rationale, action steps, budget notes, and monitoring steps). For example:
 - If identifying specific consultants, products or vendors, describe why the specific consultant/product/vendor was chosen and how the consultant/product/vendor will be monitored to ensure desired outcomes are met
 - For professional development activities, describe how they will be implemented without disrupting instruction and how knowledge and practice will be sustained
 - For proposed specialist staff positions (e.g., parent liaison, graduation coach, STEM coordinator), describe how each position addresses an identified need, the responsibilities of the position, and what qualifications/competencies are desired
 - For bonuses, describe who will receive them, based upon what criteria, and when they will be paid
- Provide detailed notes for all budget items, including
 - Why the expense is necessary to carrying out the action step, and why the action step is necessary to implementing the strategy
 - How individual expenses are supplemental and do not supplant resources the school would already receive in the absence of SIG
 - For any expenses that cause the total for a particular category (e.g., personnel) to be well over the recommended category thresholds, why it is necessary to exceed the threshold
 - For any expense that forms a large percentage of the total budget and/or is not tapered over the life of the grant, how the district will build capacity to be able to sustain improvements once the project period ends

Project Summary and PowerPoint Presentation (Part V.A.-B.)

- Communicate what is “new” or transformative about the proposal that would necessitate a SIG; that is, what will SIG allow you to do that you would not otherwise be able to?
- The PowerPoint should not contain any surprise information; make sure it summarizes, not duplicates, the information provided in the proposal