

School Improvement Application Review Process

Department of Education & Early Development

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education.alaska.gov

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Agenda

- › Updated FY23 School Improvement Condensed Application
 - School Identifiers
 - Evidence-Based Intervention
- › DEED Resources
 - Exemplar
 - Action Plan
- › Application Review Process
 - Alignment
 - Red Flags
 - Budget Narrative Guidelines



FY23 Condensed Application - Part 1

Update →

CONDENSED APPLICATION

For the 2022-23 S.Y., designated schools will submit a condensed application for 1003(a) school improvement funds. The condensed application is being used for FY23 as designated schools begin developing a three-year plan for improvement. All fields of the condensed application found below must be completed and loaded to GMS as a Related Document. ~~The deadline for condensed application submission is May 1, 2022.~~

School Name Designation Status <ul style="list-style-type: none">• TSI Schools include identified subgroup(s)	
School Data	What data do you have for the 2021-22 S.Y.? (For example, MAP, STAR data, local assessment data.) Please cite here. Click or tap here to enter text.
School Data	What does your 2021-22 S.Y. data tell you about student engagement, performance, and achievement, and your school's leadership, instructional delivery, and climate for learning? Please explain. Click or tap here to enter text.
Situational Analysis	How does your previous school needs assessment align with your available data? What is your current analysis of the situation? Please explain. Click or tap here to enter text.
School Improvement Plan	How does your school improvement plan align with your available data and your analysis of the situation? Please explain. Click or tap here to enter text.



FY23 Condensed Application - Part 2

SCHOOL IMPROVEMENT PLAN: GOALS FOR FY2023

Prioritized Goals
1. Increase diverse stakeholder representation on the School and Community Leadership Team. *
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.
* A mandatory goal for all designated schools this school year. See page 2 of the full application with instructions.

Form #05-22-039

Alaska Department of Education & Early Development



FY23 Condensed Application - Part 3

Update



TABLE OF **EVIDENCE-BASED*** INTERVENTIONS AND ESTIMATED COSTS FOR 1003A SCHOOL IMPROVEMENT GRANT

Make sure your proposed interventions are evidence-based and address the situational analysis and plan for improvement.

Evidence-Based Intervention	Estimated Cost
<ul style="list-style-type: none">Provide a simple summary of the evidence-based interventions to fund.	
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Total Estimated Cost:	Click or tap here to enter text.

*Federal statutes require that 1003(a) grant awards fund evidence-based interventions. For more information on evidence-based interventions for school improvement, see the [What Works Clearinghouse](#).



FY23 Condensed Application - Part 4

SCHOOL ASSURANCES

By signing below, the district and school agree to use these funds to fully implement the evidence-based interventions and improvement strategies as contained within the above table and specified within the school's improvement plan.

Role	Name/Email Address	Signature and Date
District Program Lead	Click or tap here to enter text.	Click or tap to enter a date.
Principal	Click or tap here to enter text.	Click or tap to enter a date.
Superintendent	Click or tap here to enter text.	Click or tap to enter a date.

FY23 Condensed Application Exemplar

Sample Data Description

EXEMPLAR: SCHOOL DATA, SITUATIONAL ANALYSIS, IMPROVEMENT PLAN

School Data	<p>What data do you have for the 2021-22 S.Y.? (For example, MAP, STAR data, local assessment data.) Please cite here.</p> <p>2021-22 MAP achievement and growth data, 2021 PEAKS scores, SY 2021-22 student attendance and referral records, SY 2021-22 family engagement event attendance records.</p>
School Data	<p>What does your 2021-22 S.Y. data tell you about student engagement, performance, and achievement, and your school's leadership, instructional delivery, and climate for learning? Please explain.</p> <p>Achievement scores from Fall 2021 -Winter 2022 MAP testing, show low student achievement across all grade levels for both ELA and Math. Achievement percentiles for all students in grade K-6 (5 out of 5 students) fall in the lowest 30% compared to national grade level norms. Achievement percentiles for all grade 7 - 12 students (4 out of 4 students) fall in the lowest 50% compared to national grade level norms, with 3 out of 4 students in grades 7 - 12 ranked at 25 percentile or less. The single grade 7 -12 student who is achieving above 25% in ELA is also performing above 25% in Math.</p> <p>MAP Growth data for grade K-6 students in ELA and Math show 5 out of 5 students did not meet growth expectations for their grade, however, MAP Growth data for grade 7-12 students in ELA and Math show 3 out of 4 students met growth expectations for their grade.</p> <p>Attendance data show an attendance rate of 95%, however this data is reflective of school board policy permitting an excused absence for cultural purposes.</p> <p>Referral data show a referral rate average of one referral per quarter with no student suspensions in SY 2021-22.</p> <p>Family engagement event participation data show 7 out of 9 families attended 50% or more of the school-sponsored family engagement activities, with 9 out of 9 families attending at least one event.</p>



FY23 Condensed Application Exemplar

Model Goals

Model Interventions

EXEMPLAR: SCHOOL IMPROVEMENT PLAN GOALS FOR FY23

Prioritized Goals
1. Increase diverse stakeholder representation on the School and Community Leadership Team.
2. 100% of teachers will be trained, fully implementing, and receiving feedback on their Science of Reading instructional practices on a weekly basis from September 2022 through May 2023.
3. Each grade will produce, deliver, reflect, and refine at least one authentic, place-based, and standards-based "classroom" lesson per semester with lesson development done in partnership with the community and the district's literacy coach.
4. 100% of students in grades K – 12 will meet or exceed ELA growth targets from Fall 2023 to Winter 2024 as measured by MAP benchmarking results.

EXEMPLAR: TABLE OF INTERVENTIONS AND ESTIMATED COSTS

Intervention/Activity	Estimated Cost
1) Science of Reading Professional Development <i>(Addresses Goal 2 and Goal 4)</i> 4 staff registrations (2 certified and 2 classified) @ \$350/unit cost = \$1400 Airfare: 4 RT fares Rural Alaska – Anchorage on AK Air Transit@ \$600/unit cost = \$2,400 Lodging for 4 (2 double rooms) @ 5 nights @ \$200 unit cost per night = \$2,000 Food per diem (\$60/day) X 5 days X 4 people = \$1,200 Roundtrip Taxi Fare for Airport to Hotel and Return – \$150	\$7,000
2) Certificated staff member to serve as district's literacy coach providing teacher professional development and coaching on a weekly basis to each of four sites. <i>(Addresses Goal 2, Goal 3, and Goal 4)</i> School pays ¼ of salary and benefits since the position is divided between 4 schools.	\$25,000
3) Extended Learning Program: <i>(Addresses Goal 4)</i> 1 certified teacher at 4 hrs/wk + 1 certified teacher for 2 hrs/wk = 2 certified teachers @ \$50/hr for 6 hrs/wk serving 9 students (\$300/wk X 35 weeks = \$10,500) & 1 Para pro at \$21.50/hr, 2 hrs/wk serving 3 students (\$43/wk X 35 weeks= (\$1,505) Reading Interventions: 1 Para-pro using Linda-Moodbell & Touch Phonics for 2 students , @ \$21.50/hr, 2 hrs/wk X 35 wks= \$1,505	\$13,510



FY23 Action Plan Template

› Strongly recommended

Prioritized Goals

Goal #1 - To increase diverse stakeholder representation on the School and Community Leadership Team. *

Actions	Measures	Timeline	Person Responsible	Collaborators
1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

* Mandatory goal for FY2023 Condensed Application. See page 2 of the Directions for more information.



Grant Management System (GMS)

› <https://gms.education.alaska.gov/>

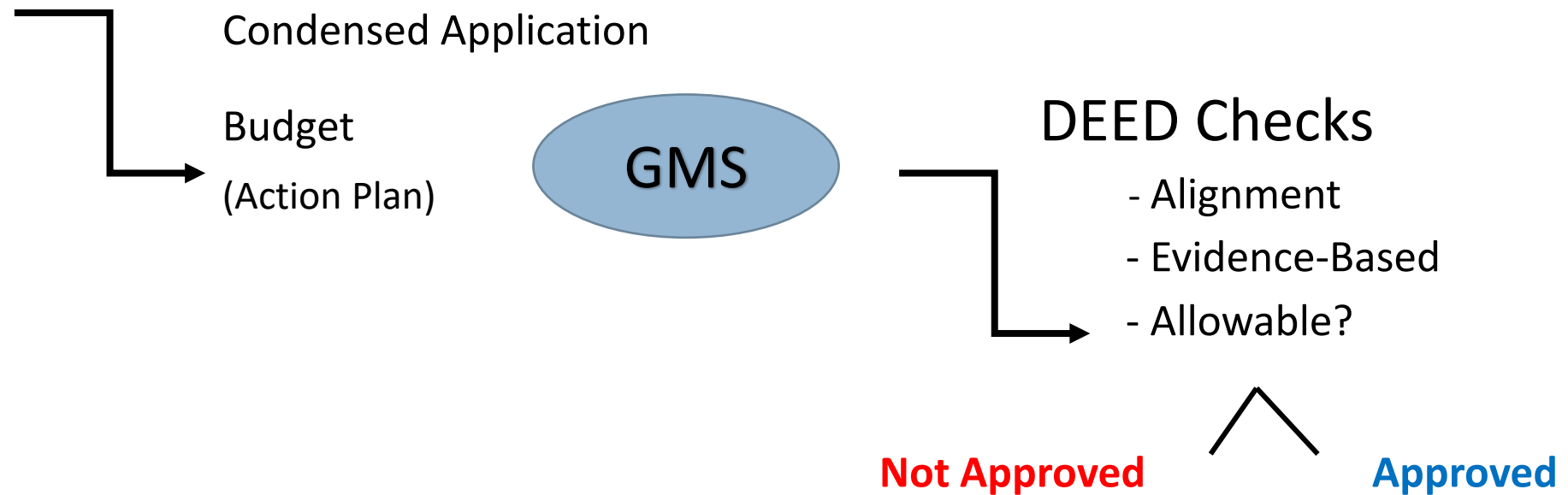
After completing forms -

› Upload as “Related Documents” and submit budget



Application Submission and Review Process

District Submits





Red Flags for 1003(a) Grants

Red Flags for 1003(a) Grants		
Issue	Reason for Concern	Simple Solution
School Name and Designation Status information is missing. <ul style="list-style-type: none"> TSI schools must provide identified subgroup(s). 	This information is needed for application review and DEED's check on alignment.	Use the updated FY23 Condensed Application or note school name and designation on the right corner of page 2 of the application.
School data includes reports on student achievement with n-counts < 10.	Student privacy is not protected.	Aggregate student data within the application so that when it is publicly shared, student privacy is protected.
There is a disconnect between reason for designation, school data, needs, plan, goals, and the listed interventions.	The intention of school improvement funds is to address the reason for designation and the root cause of underperformance. To effect desired change and improve results, funds should be targeted to needs, including specific subgroup(s) needs.	Align interventions to reason for designation, the school's unique situation, and the root causes of low performance.
Funds allocated for interventions do not match the priorities shown in school data and/or described in needs, plan, and goals.	Questions arise in reviewing applications when a need is mentioned as a priority and then is not addressed in the SIP or listed interventions.	Either address all identified needs, prioritize needs to match expenditures, or explain why a prioritized need is not addressed in this year's interventions.
Interventions are not evidence-based.	This is a requirement for all 1003(a) school improvement grants.	Use What Works Clearinghouse to verify at least one of your interventions shows a strong to a moderate effect size. Check study's target population and context against your site's.
Intervention descriptions lack specificity to match intervention to a budget category, e.g., supplies or salaries.	Clarity supports understanding of what is being undertaken at the school. This assists DEED in reviewing applications. Once applications are reviewed and made public, it helps stakeholders to understand what is being done to support students.	Be as specific and as clear as possible in your intervention descriptions while maintaining narrative brevity. For some intervention exemplars, see the <i>FY23 Condensed Application Exemplar</i> at https://education.alaska.gov/tls/SchoolRecognition
Intervention allocation exceeds DEED's established limits, e.g., \$1,000 for student incentives, \$10,000 for planning.	These limits have been established to prevent potential fund misuse and to uphold federal standards for grant fund usage.	Reduce allocation to established limit. For more information, see the <i>Budget Narrative Guidelines for 1003(a) Grants</i> at https://education.alaska.gov/tls/SchoolRecognition
Budget narratives lack specificity, e.g., list of supplies, count and cost per unit for technology devices.	This information helps DEED to understand what intervention is being planned, what items are being purchased, and whether funds are being appropriately allocated.	Add details requested. For more information, see the <i>Budget Narrative Guidelines for 1003(a) Grants</i> at https://education.alaska.gov/tls/SchoolRecognition



Budget Narrative Guidelines

- › Clearly tie expenditures to Data, Needs, Goals, and Plan
 - Include Purpose
- › New resource providing guidelines and exemplars
 - › [Budget Narrative Guidelines for 1003\(a\) Grants](#)



Reasons for Non-Approval Recorded in GMS

- › If your 1003(a) grant is returned, see the GMS Grantee Checklist
 - Specific reasons will be checked off
 - Supporting evidence will be cited
 - Contact DEED Program Manager if you have questions

- › Edit to meet requested changes
 - Fiscal and Authorized Representatives will need to approve



Questions





Webinar Dates – Every Other Wednesday at 4 pm

- › Our next webinars are
 - May 25 and June 8
- › Link: [School Improvement Webinar Series](#)
 - Meeting ID: 820 2485 0053
 - Passcode: 545763
- › Earlier webinars are available on education.alaska.gov
- › Today's webinar will be posted later this week



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