• Part I
  – Introduction
• Part II
  – District Leadership
Part I

– Introduction

A. Descriptive Information
B. Consultation with Stakeholders
C. Disclosure of External Party Application Assistance

A. Any person who is not a regular employee of the district or of MDE who may have collaborated on the development of the grant in whole or in part.
• Part II
  – District Leadership
    A. District Governance (Analysis of Policy)
       A. How does policy create barrier to reform?
       B. How will policy be amended?
       C. When will changes be enacted?
       D. School Board Approval
       E. External Provider Contracting Process
          (Recruitment, Screening, Selection Process)
          1. Request for Proposal
          2. Memorandum of Understanding
• Part II
  – District Leadership
    B. District Capacity for Selected Intervention
       A. Experience
       B. Leadership
       C. Role in Supporting and Monitoring Implementation
       D. Record of Success in School Improvement
       E. Performance History (Accountability)
       F. Fiscal Responsibility (Audit/Questioned Costs)
       G. Supplemental Plans (Title I Schoolwide, 1003a)
       H. Previous SIG Experience
• Part II
  – District Leadership
    C. District Capacity for Selected Intervention
      G. Sustainability
Submit questions to:

sig@mdek12.org
Office of School Improvement
359 North West St.
P. O. Box 771
Jackson, MS 39205-0771
(601) 359-1003
http://www.mdek12.org/OSI

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School Improvement Grant (SIG) Guidance

Whole School Reform Model

Guidance for RFP Development
April 2017
To:

*Provide a Deeper Dive into one of the School Improvement Grant (SIG) Models:*

– Whole School Reform Model
School Proposal

- Part I: Introduction
- Part II: Teaching and Learning
- Part III: Operations and Support Systems
• Part I: Introduction
  A. Descriptive Information
     A. Determination of Grant Years
  B. Needs Assessment Alignment
  C. Intervention Requirements Alignment
Part I: Introduction

D. Foundation Laid
   A. School Improvement measures taken
   B. Teams to Support School Improvement
   C. History with SIG

E. Implementation Milestones
• Part II: Teaching and Learning
  A. Curriculum
    A. Use of Standards
    B. Research-Based Methods
    C. Vertical Alignment
Part II: Teaching and Learning

A. Approved Evidence-Based Whole School Reform Model
   A. Success for All
   B. Institute for Student Achievement
   C. Positive Action
   D. Small Schools of Choice

B. Fit with Student Instructional Outcomes

C. Instructional Leadership and Staff
   A. Current Instructional Staff
   B. Proposed Instructional Staff
http://www.successforall.org/resources/
About ISA

Thanks for learning more about us!

ISA has impacted over 80,000 students and over 4,000 teachers, counselors and school leaders.

https://www.studentachievement.org/
Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions.

The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts.

When this cycle is positive, students want to learn.

https://www.positiveaction.net/
What Are Small Schools of Choice (SSCs)?

- Small Schools of Choice (SSCs) are schools that are organized around smaller, more personalized units of adults and students, giving students a better chance of being known and noticed. However, they are more than just small in size and function; they are formed around three core principles: academic rigor, personalized relationships, and relevance to the world of work. In addition, these schools are academically nonselective and provide a realistic choice for students with widely varying academic backgrounds. They are mission-driven and established via a demanding authorization process that requires a prospective school leadership team to articulate its educational philosophy and demonstrate how it would motivate teachers, community members, and partner organizations around it.

- [https://www2.ed.gov/programs/sif/sigevidencebased/smallschlofchoicenarrative.pdf](https://www2.ed.gov/programs/sif/sigevidencebased/smallschlofchoicenarrative.pdf)
• Part III: Operations and Support Systems
  
  A. Allocation of Financial Resources
  
  B. School Leadership
  
  C. Organizational Structures and Management
    
    A. Governance
    
    B. Whole School Reform Model Developer
  
  D. Family and Community Engagement
    
    A. Alignment with Family and Community Engagement Needs
    
    B. Engagement in School Improvement
    
    C. Opportunities for Families and Community to engage in the School Improvement Process
Part III: Operations and Support Systems

E. Sustainability
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