

Grant Application Guidance – Implementation Tab

The following guidance can assist you in completing the FY 2026 Implementation tab within the Title I, Part A, Section 1003 School Improvement Grant application.



Describe, as appropriate, how the **DISTRICT** will modify its practices and policies to provide operational flexibility that enables full and effective implementation of School Improvement Plans (SIPs).

Quality responses might include the following:

- Adopt a standards-aligned Tier 1 curriculum.
- Conduct vertical and horizontal articulation curriculum conversations.
- Develop and implement district-level leadership teams focused on school improvement work.
- Develop school calendars to that assist with the implementation of the SIP (e.g., early release, teacher institute day).
- Evaluate and modify the master schedule to allow for common collaboration times (e.g., grade level, content areas, departments).



Explain how the **DISTRICT** will facilitate the continuous school improvement process and ensure that each school in the Local Education Agency (LEA) identified as lowest performing or underperforming develops and implements a SIP.

Quality responses might include the following:

- The DISTRICT will guide and monitor the school improvement process at each school via regular check-ins with the building leadership.
- The DISTRICT will provide updates and deadlines to school leaders regarding the grant.



LEAs with Targeted school(s) should describe how the DISTRICT will monitor the implementation of SIPs. Include the DISTRICT's strategies for additional action if the schools' plans are unsuccessful within the number of years determined by the LEA (not to exceed four years).

Quality responses might include the following:

- The superintendent will work closely with the school leadership team to develop a SIP that includes the required elements and is approved by the local board of education. The superintendent also will work closely with the school administration to develop a grant budget that supports the identified key activities in the SIP.
- The DISTRICT will support building-level administration in aligning teacher institute days, school improvement planning days, and ongoing school-level meetings to facilitate focused efforts to implement the SIP.

- If a school is not successful in implementing its SIP, the district will work with the school administrators to evaluate the effectiveness of the school leadership team, to assist in reviewing priorities and conducting a current root cause analysis, and make revisions to the SIP.



Intensive and Comprehensive schools must use a Learning Partner in Implementation Years 1 and 2. Describe the process used by the **DISTRICT** to rigorously review, select, and evaluate a Learning Partner(s) that align to identified school improvement needs. Intensive and Comprehensive schools in Implementation Year 3 are not required to work with a Learning Partner.



Summarize other federal, state, and local resources the DISTRICT will use with the Title I, Part A, Section 1003 funds to support SIP activities.