

# School Improvement Grant Terms and Conditions Planning Year

**The Purpose of this School Improvement Grant is to support local education agencies (LEAs) serve schools implementing intensive, comprehensive, or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools.**

1. School Improvement Grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Every Student Succeeds Act (ESSA), are allocated on a formula basis to Local Education Agencies (LEAs) serving the state's lowest-performing schools that are implementing intensive or comprehensive support and improvement activities or the state's underperforming schools implementing targeted support and improvement activities.
2. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
3. School Improvement Grant funds, while allocated to the LEA, are calculated by school and must be used for school-level activities, respectively.
4. Funding must be used to develop, implement, and monitor School Improvement Plans (SIPs).
5. School Improvement Grant funds may be used for the following types of planning activities:
  - a. Paying school personnel to collaborate and complete the requirements of the planning year.
  - b. Analyzing data to complete the school-level needs assessment or more-rigorous needs assessment.
  - c. Identifying resource inequities.
  - d. Researching evidence-based practices.
  - e. Developing a School Improvement Plan with all required components.
  - f. Paying for services from the ISBE-designated vendor, American Institute for Research (AIR), to complete the school-level needs assessment (comprehensive and intensive schools only).
6. Supplement, not supplant is in effect.  
*LEAs shall use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.*
7. LEAs with schools designated for targeted, comprehensive, or intensive support can expect four years of continuation funding from the initial summative designation.
8. Improvement status defines the up-to-four-year term that runs concurrently with the School Improvement Grant program. Status and funding begin with an initial **summative designation of targeted, comprehensive, or intensive** and continue through the remaining part of the first year in the **planning phase of the grant** and are followed by **three consecutive years of implementation**. School Improvement funding is awarded concurrently with **improvement status**.
9. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because the Statewide System of Supports is structured to **support local efforts** with scaffolded support of sufficient size and longevity to **improve outcomes for students** and exit improvement status within a four-year grant term.
10. School Improvement funding and services are for public schools only and are therefore not subject to **proportional share** for programs and services to benefit nonpublic school children. As such, timely and meaningful consultation is not required.



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11. LEAs must meet the following reporting requirements:
  - a. Schools outside of Chicago Public Schools (CPS) will enter the results of the Illinois Quality Framework Supporting Rubric (IQFSR) in IWAS by Jan. 31, 2024.
  - b. All schools, including CPS, will complete the Planning Year Report in IWAS at the end of the planning year in June.
12. LEAs with schools in comprehensive or intensive improvement status must contract on behalf of these schools with the ISBE-designated vendor, AIR, to complete the school-level needs assessment with each comprehensive school or the more rigorous needs assessment with each intensive school.
13. LEAs must, at a minimum, fulfil the standard components of the Continuous School Improvement Process and incorporate all required elements in each school's SIP.

<b>Continuous School Improvement Process: Every Student Can Grow; Every School Can Improve</b>	
<b>Components</b>	<b>Elements</b>
<b>Identify local needs</b>	Identify a school leadership team Build a stakeholder advisory group Conduct a school-level needs assessment Conduct a root cause analysis Present results to the stakeholder advisory group
<b>Plan for school improvement</b>	Develop a School Improvement Plan with the following elements ✓ SMART goals ✓ Key activities, milestones, timelines, funding sources, and people responsible for implementation ✓ Local assessment(s) to measure academic progress ✓ Monitoring Plan that includes all SMART Goals
<b>Select relevant evidence-based practices and interventions</b>	Confirm evidence-based practices align with ESSA Identify approved learning partner(s)
<b>Implement and monitor</b>	Communicate the School Improvement Plan to all stakeholders Implement the School Improvement Plan Monitor implementation and progress toward SMART goals
<b>Examine, reflect, and adjust course</b>	Analyze and update the following elements within the School Improvement Plan ✓ SMART goals ✓ Key activities, milestones, timelines, funding sources, and people responsible for implementation ✓ Local assessment(s) to measure academic progress ✓ Monitoring plan that includes all SMART goals

14. LEAs with schools in improvement status (targeted, comprehensive, or intensive) must meet the following program requirements on behalf of each of its schools.

- Implement curriculum aligned to Illinois Learning Standards.
- Implement Tier 1 or continue use of local assessments to inform instruction in areas identified in the SIP.
- Attend program-specific information meetings hosted by ISBE.
- Participate in peer learning opportunities for district and school leaders during the Illinois ESSA Conference.
- Participate in program evaluation activities.

Additionally, LEAs with schools in comprehensive and intensive status must:

- Participate in site monitoring and program evaluation visits as part of a comprehensive review of teacher and administrator practices to gauge SIP efficacy with classroom instruction, building practices, standards-aligned curriculum, local assessments, and evidence-based practices.
- Engage regularly with ISBE officials (e.g., director and/or School Improvement Coordinators). District leaders are the primary program contacts, with the inclusion of school-level leadership.

15. LEAs must, in partnership with stakeholders, including school leaders, teachers, and parents, develop and implement an improvement plan that:

For schools in Targeted improvement status:

- Is based on a school-level needs assessment.
- Includes goals to improve student outcomes.
- Includes evidence-based practices.
- Identifies resource inequities.
- Is approved annually by the school, district, and local board of education (BOE).
- Is monitored and periodically reviewed by the LEA.

For schools in Comprehensive improvement status:

- Is based on a school-level needs assessment, completed in conjunction with the ISBE- designated vendor, AIR.
- Includes goals to improve student outcomes.
- Includes evidence-based practices.
- Identifies resource inequities.
- Is approved annually by the school, district, BOE, and ISBE.
- Is monitored and periodically reviewed by the LEA and ISBE.

For schools in Intensive improvement status:

- Is based on a more rigorous needs assessment, completed in conjunction with the ISBE- designated vendor, AIR.
- Includes goals to improve student outcomes.
- Includes evidence-based practices.
- Identifies resource inequities.
- Is approved annually by the school, district, BOE, and ISBE.
- Is monitored and periodically reviewed by the LEA and ISBE.
- Implement tier 1, standards-aligned, evidence-based English Language Arts (ELA) and math curriculum.
- Use the ISBE school improvement plan template.

In Fall 2024:

- Follow a standard protocol of progress monitoring and regularly reporting to their boards of education, to the public, and to ISBE about progress on leading performance indicators.
- Board members of districts with schools designated as Intensive Support will complete training provided by the Illinois Association of School Boards and ISBE on effectively supporting school improvement.

16. Grants management activities must comply with state and federal grant administration policies, fiscal requirements, and procedures as outlined in ISBE's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures Handbook.

17. LEAs have until December 30, 2023 to submit an original application with a substantially approvable budget to secure a November 1, 2023, effective start date.