

FY23 CFM Pre-Recorded Webinar Series

School Improvement Title 1 Part A 1003
September 21, 2022

Presenter



Shawn Keim

Program Manager for Statewide Support

Agenda

School Improvement Title 1 Part A 1003 Funding Overview

Cross Functional Monitoring of Requirement 10

- Explanations
- Evidence of Documentation
- Common Misunderstandings

School Improvement Title 1 Part A 1003 Funding Overview



Title I, Part A, Section 1003 School Improvement Grants

Purpose:

The Title I, Part A, Section 1003 School Improvement Grants provide financial resources to local educational agencies (LEA) on behalf of Title I schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

This grant is awarded to support implementation of **school improvement plans** required by the Elementary and Secondary Education Act (ESEA) and Georgia's Every Student Succeeds Act (ESSA) approved by the United States Department of Education.

**If an LEA does not receive Title 1, part A ,section 1003 funds then Indicator 10 is not monitored.*

Title I, Part A, Section 1003 School Improvement Grants

- Funds are awarded to districts on behalf of the identified schools (CSI and/or TSI)
- Though the LEA acts as the fiscal agent, 1003 school improvement funds support the individual identified school(s)
- Funds are utilized to support goals/priorities identified in the schools' improvement plans

Title I, Part A, Section 1003 School Improvement Grants

Responsibilities of an LEA when receiving 1003 school improvement funds:

- Ensure that all identified schools have conducted ***comprehensive needs assessments*** to create school improvement plans
- ***Monitor schools receiving funds*** under ESEA section 1003
- Use a rigorous review process to ***recruit, screen, select, and evaluate any external partners***

Title I, Part A, Section 1003 School Improvement Grants

Responsibilities of an LEA when receiving 1003 school improvement funds:

- ***Align other federal, state, and local resources*** to carry out the activities supported with school improvement funds
- As appropriate, ***modify practices and policies to provide flexibility*** that enables effective implementation of comprehensive or targeted support and improvement plans

Uses for Title I, Part A, Section 1003 School Improvement Grants

Title I, Part A, Section 1003 School Improvement Grants are used to support the following:

- Improved student achievement in the target areas and subgroups that led to identification as a CSI or TSI school
- Costs directly associated with schools developing required school improvement plans
- Instruction
- Personnel services and benefits that are non-recurring (funds are for a period of one year)

Cross Functional Monitoring of Requirement 10:



Explanation
Evidence of Documentation
Common Misunderstandings

Indicator 10.1

Explanation:

The LEA has provided written guidance and technical support to schools in developing, revising, implementing and coordinating targeted assistance, school-wide and school and school improvement plans.

Indicator 10.1

Evidence/Documentation:

Technical assistance to schools evidence shall include:

- A. Written procedures detailing how the LEA provides technical assistance and support to schools in developing, implementing and revising effective school improvement plans.
- B. Artifacts that show coordination of school improvement planning between the LEA and individual schools. (agendas, minutes of meeting, next steps, etc.)
- C. Dated meetings agendas that show collaboration between LEA and schools to develop school improvement plans.

Indicator 10.1

Common Misunderstanding:

Artifacts submitted often reflect only district level strategic work, with little clear alignment to school-level improvement plans.

Artifacts need to show collaboration between the district and the schools to create and implement school improvement plans.

Indicator 10.2

Explanation:

The LEA provides assistance to schools identified as Comprehensive Support and Improvement and Targeted Support and Improvement Schools, including implementing required actions.

Indicator 10.2

Evidence/Documentation:

CSI/TSI support to schools evidence shall include:

- A. Written procedures detailing technical assistance and support given to schools to effectively implement school improvement plans.
- B. Dated agenda minutes and correspondence showing regular reviews of school improvement plan implementation.

Indicator 10.2

Common Misunderstanding:

Districts often submit evidence of work being done for all schools, regardless of federal identification status.

Artifacts need to reflect tiered and tailored support for federally identified schools that goes above and beyond the normal scope of support given to all schools.

Indicator 10.3

Explanation:

The LEA has designed teacher professional development to ensure that teacher learning opportunities are sustained, job- embedded, collaborative, data-driven, and focused on student instructional needs.

Indicator 10.3

Evidence/Documentation:

Professional development evidence shall include:

- A. Written procedures detailing technical assistance and support given by the LEA to provide job-imbedded, collaborative, data-driven professional learning focused on student instructional needs.
- B. Written implementation and achievement goals based on professional learning.
- C. Agendas, sign-in sheets, and training materials of teacher/leader PL training
- D. Data artifacts that show progress toward goals established for PL.

Indicator 10.3

Common Misunderstanding:

Districts often only share evidence of professional learning being held.

Artifacts need to reflect how the professional learning is monitored for fidelity of implementation and impact on student outcomes.

Indicator 10.4

Explanation:

If a school is both a school-wide school and a school identified for improvement and develops a single plan, that the LEA ensures that the single plan contains the school-wide requirements.

Indicator 10.4

Evidence/Documentation:

Plan development evidence shall include:

- A. Written procedures detailing reviewing SIPs, providing technical assistance and support, and providing professional learning.
- B. Needs assessments for schools.
- C. School improvement and school wide revised plans, school profile data.
- D. School faculty meeting sign-in sheets, agendas, and materials and documentation related to school level data gathering.
- E. Analysis to determine targeted areas of needs improvement on an ongoing basis.

Indicator 10.4

Common Misunderstanding:

Districts often neglect to submit artifacts that show evidence of ongoing efforts to analyze the impact of school support on student outcomes and then to make adjustments to school improvement plans as necessary.

Artifacts need to reflect how a district continuously monitors and adjusts its support for schools.

Indicator 10.5

Explanation:

The LEA and schools use school level data to make decisions about the use of Title I Part A 1003 Funds for school improvement.

Indicator 10.5

Evidence/Documentation:

Data decisions evidence shall include:

- A. Written description of LEA budgeting procedures and use of Title I Part A 1003 funding.
- B. Written description of the process used to select evidence-based improvement initiatives that address identified needs aligned to a comprehensive needs analysis, and how the LEA ensures that the selected improvement initiatives are in compliance with laws, regulations, and Title 1 Part A Section 1003 guidelines.

Indicator 10.5

Common Misunderstanding:

Districts often unnecessarily write processes to provide evidence for this indicator, when it suffices to submit the justification of expense document to show how evidence-based improvement initiatives were purchased with SI grant funds.

Districts do this work on the front end of the funding process and do not have to re-create documents for evidence.

Indicator 10.6

Explanation:

The LEA uses a process for monitoring or reviewing how schools are using Title I, Part A 1003 funds to ensure the on-going quality of school improvement activities.

Indicator 10.6

Evidence/Documentation:

Monitoring process evidence shall include:

- A. Written procedures outlining LEA monitoring and reviewing of how schools use Title I Part A 1003 funds and the support given to schools to ensure funds are spent in compliance with laws, regulations, and Title I Part A Section 1003 guidelines.
- B. Written procedures outlining how the district measures the impact of improvement initiatives funded by Title I Part A 1003
Data that shows the impact of improvement initiatives funded by Title I Part A 1003 funds.

Indicator 10.6

Common Misunderstanding:

Districts often monitor the draw-down reports of grant funds but fail to show evidence of how the impact of the initiatives/programs/resources purchased was monitored.

Artifacts need to show how the district monitors the impact of Title I Part A 1003 funds.

School Improvement Title 1 Part A 1003

School and District Improvement

Shawn Keim
Program Manager for Statewide Support
skeim@doe.k12.ga.us

Anita Smith
Operations Specialist
ansmith@doe.k12.ga.us

Feedback

Please provide us with feedback by completing our short survey.
The survey can be accessed by QR code or the abbreviated link below.



OR

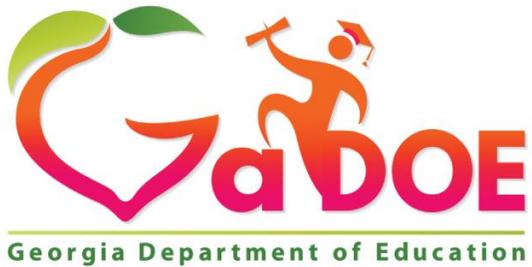
[FY23 CFM Pre-Recorded
Webinar
Feedback Form](#)

Open your phone's camera and hold it up until you can see QR code. Your phone will prompt you to access a website – allow access.

www.gadoe.org

   @georgiadeptofed

 youtube.com/user/GaDOEmedia



**EDUCATING
GEORGIA'S FUTURE**

