SIGnificant Points
NC DEPARTMENT OF PUBLIC INSTRUCTION

NC School Improvement Grant Schools   **July 18, 2011**

Board Approves Second Cohort of SIG Schools

The State Board of Education approved a second cohort of 17 School Improvement Grant (SIG-1003(G)) schools at its June meeting. North Carolina now has 40 SIG schools. The chart below and on page 2 shows how over $50 million in federal funds were allocated to the second cohort of 17 SIG schools in 13 LEAs with a per school range of $540,000 to $5.5 million through September 30, 2014.

Last year, over $63 million in federal funds were allocated to the first cohort of 24 SIG schools in 18 LEAs with a per school range of $980,000 to $6 million through September 30, 2013.

Complete charts with links to applications and descriptions for both cohorts are available online at http://www.ncpublicschools.org/program-monitoring/grants/grantees/.

LEA NAME	SCHOOL NAME(S)	AMOUNT AWARDED	INTERVENTION MODEL
Anson County Schools	Morven Elementary	$2,429,882	Transformation
Anson County Schools	Anson High School	$3,708,382	Transformation
Charlotte-Mecklenburg Schools	Billingsville Elementary	$2,733,269	Transformation
Charlotte-Mecklenburg Schools	West Charlotte High School	$ 5,528,414	Transformation
Cumberland County Schools	Westover High School	$ 4,128,745	Transformation
Dare County Schools	Dare County Alternative School	$547,150	Transformation
Dillard Academy	Dillard Academy	$2,153,882	Transformation
Durham County Schools	Y.E. Smith Elementary	$2,766,148	Transformation
Durham Public Schools	Hillside High School	$4,724,648	Transformation
Edgecombe County Schools	Coker-Wimberly Elementary	$919,180	Transformation

Gaston County Schools	Woodhill Elementary	$2,847,882	Turnaround
Greene County Schools	Greene Central High School	$3,512,500	Transformation
Guilford County Schools	Wiley Elementary	$2,429,882	Transformation
Guilford County Schools	T. Wingate Andrews High School	$3,848,382	Transformation
Wake County Schools	Longview School	$1,962,148	Transformation
Warren County Schools	Warren County High School	$2,800,914	Transformation
Winston-Salem Forsyth Schools	Forest Park Elementary	$3,324,148	Transformation

NC SIG Online Planning Tool Coming Soon

This fall SIG schools in North Carolina will have a new web-based tool for assessing, planning, implementing, and monitoring school improvement progress. Indistar™, the web-based tool, is designed to assist both school and district teams with building local capacity for school improvement. The following webinars are scheduled to assist schools/LEAs in their use of this planning tool:
SIG Coordinators (choose one):   Aug. 11 at 10 a.m. or Aug. 12 at 10 a.m.
SIG Principals (choose one):   Aug. 17 at 10 a.m. or Aug. 18 at 10 a.m.

Users of the program can apply a filter of Year 1, Year 2 or Year 3 to access program components, related federal requirements, and assessment indicators. The program components or categories include: providing operational flexibility and sustained support, developing and increasing teacher and school leader effectiveness, comprehensive instructional reform strategies, and increasing learning time and creating community-oriented schools.

After logging in, the user will see a screen of four categories and their related sections much like the partial screen shown below.

Below is a list of indicators displayed if the user selected the category of "Increasing learning time and creating community-oriented schools" (included, but not shown in the previous partial screen) and the related federal requirement section.

Category: *Increasing learning time and creating community-oriented schools*
Section: *Federal Requirement: Establish schedules and strategies that provide increased learning time.*

| 1. Select Indicators | 2. List of Indicators to Assess | 3. List of Indicators Assessed | 4. Assess Indicator |

Select Indicator to assess (8)

Code Key	Indicator
J01	The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)
J02	The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)
J03	The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)
J04	The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)
J05	The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)
J06	The LEA/School creates and sustains partnerships to support extended learning. (1708)
J07	The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)
J08	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)

Below is a screen displayed if the user was completing a report and responding to the indicator represented by code J04: "The LEA/School has allocated funds to support extended learning time, including innovative partnerships."

Category: *Increasing learning time and creating community-oriented schools*
Section: *Federal Requirement: Establish schedules and strategies that provide increased learning time.*

| 1. Select Indicators | 2. List of Indicators to Assess | 3. List of Indicators Assessed | 4. Assess Indicator |

Wise Ways ®

J04 The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)

1. Choose your level of Development or Implementation for this Indicator.

☐ No development or Implementation ☐ Limited Development or Implementation ☐ Full Implementation * *required field*

If, however, the user was completing a self assessment and wanted more information, this resource screen could be assessed by selecting the Wise Ways® link.

Strand J: Increase Learning Time

Indicator: The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)

Resources:
►**Taking Stock of the Fiscal Costs of Expanded Learning Time**, Center for American Progress,
www.americanprogress.org/issues/2008/07/elt_report2.html
►**www.Afterschool.gov**, U.S. Department of Health and Human Services, www.Afterschool.gov
►**Financial Strategies to Support Citywide Systems of Out of School Time Programs**, Wallace Foundation,
www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus
►**3X for All-Extending the Reach of Education's Best**. Public Impact. Retrieved from
http://publicimpact.com/read-back-issues-of-our-e-updates/181-3x-for-all-extending-the-reach-of-educations-best-

North Carolina is able to make this resource available through collaboration with the Center on Innovation and Improvement (CII) and The Appalachia Regional Comprehensive Center (ARCC) at Edvantia. The tool has been a success with school- and district-level teams in Virginia for several years.

SIG schools will have access to Indistar™ as well as CII-developed training and materials. Users can access information such as the 82 Rapid Improvement Indicators related to:
- Professional development
- Instructional teams
- Differentiated instruction
- Teacher directed instruction (whole/small group)
- Aligned instruction
- Classroom assessment/periodic assessment
- Classroom management
- Parent Communication

Each indicator includes checklists of specific actions for developing and implementing a successful plan, measuring needs and progress, developing support, and monitoring. The web-based tool addresses each component of monitoring and compliance and will be helpful in providing sustainability and in transplanting success to other schools.

USED Introduces Online SIG Support Community

The U.S. Department of Education has created an online School Turnaround Learning Community (STLC) to support SIG schools at http://Schoolturnaroundsupport.org. A series of events will provide information and discussion around the same components supported by Indistar™, the web-based tool for assessing, planning, implementing, and monitoring progress, described in the previous story. The site will provide collaborative opportunities to address: providing operational flexibility and sustained support, developing and increasing teacher and school leader effectiveness, comprehensive instructional reform strategies, and increasing learning time and creating community-oriented schools.

The first webinars will address Increased Learning Time as listed below:
Overview of Increased Learning Time /Making Every Minute Count - July 19 at 2 p.m.
Voices for the Field - July 20 at 2 p.m.

Directions for logging onto the School Turnaround Learning Community are available by visiting online at http://Schoolturnaroundsupport.org and clicking "Create account."

State Appoints SIG Advisory Council

Seven educators appointed to the newly-formed SIG Advisory Council are: Ron Thompson, executive director, federal and state compliance, Charlotte-Mecklenburg Schools; Dan Gilfort, principal, Durham Performance Learning Center; Judy Leahy, SIG Coordinator, Gaston County Schools; Erik Naglee, Title I director, Guilford County Schools; Alana Warren, executive director of federal programs, Cumberland County

Schools; Patrice Faison, principal, Oak Hill Elementary School; and Melany Alexander, principal, Southeast Halifax High School.

Council members will advise in the development of state SIG policies and procedures and will offer feedback regarding state monitoring and support efforts.

SIG Calendar of Events

July 19, 2 p.m.	STLC Webinar: Overview of Increased Learning Time /Making Every Minute Count
July 20, 2 p.m.	STLC Webinar: Voices for the Field
July 21, 1 p.m.	SIG Advisory Council Meeting, NCDPI
Aug. 11, 10 a.m.	NCDPI Indistar™ Webinar for SIG Coordinators (choose between Aug. 11 or Aug. 12.)
Aug. 12, 10 a.m.	NCDPI Indistar™ Webinar for SIG Coordinators (choose between Aug. 11 or Aug. 12.)
Aug. 17, 10 a.m.	NCDPI Indistar™ Webinar for SIG Principals (choose between Aug. 17 or Aug. 18.)
Aug. 18,10 a.m.	NCDPI Indistar™ Webinar for SIG Principals (choose between Aug. 17 or Aug. 18.)
Oct. 20	SIG Principals' Meeting – Hosting school to be announced*
Oct. 21	SIG Coordinators' Meeting - Hosting school to be announced*
Oct. 30	Due: Planning Tool, Leading Indicators, Lagging Indicators (completed online)

* Having these meetings at a SIG school would highlight the hosting school and help us all get to know each other and our work better. There will be meetings in February 2012 as well. Please call George Hancock at 910-783-5921 if you are interested in having a meeting at your school.

NC Participates in USED/AIR Study

North Carolina has been selected to participate in a four-year study examining SIG school turnaround. Participating schools remain anonymous in the study funded by the U.S. Department of Education and conducted by the American Institutes for Research (AIR). Sixty case study schools will be followed on these issues:
- Intervention models (turnaround, restart, school closure, transformation)
- Instructional improvement strategies
- Strategies for improving the qualifications and effectiveness of teachers, principals and other staff
- Approaches to school governance and flexibility allowed by the state and district
- External support by the state, district and turnaround partners in guiding the change process and helping implement improvement strategies
- Use of funds
- Contextual and systemic influences – How do school, district, and state contexts shape the adoption, implementation, and changes over time of the strategies employed at each level of the system? How do prior approaches contribute to strategies employed in SIG schools?

"School Restructuring: What Works When," an AIR report released in 2010, is available online at: http://www.air.org/. Below is an abridged excerpt from the report's restructuring checklist for leaders of successful transformation schools:

- Concentrate first on a few, very important change goals with big, fast payoffs.
- Implement practices proven to work with previously low-performing students, even when they require deviations from district policies.
- Demonstrate behavioral competencies of entrepreneurs, middle managers, and change leaders— driving for results, solving problems, showing confidence, influencing others, thinking conceptually, leading teams, promoting cooperation, committing to the organization, and communicating a compelling vision.
- Evaluate all teachers. All effective teachers can be retained.
- Understand effective school practices and apply them to students in the school.
- Influence stakeholders to support change, including:
  o Communicating current problems and indicating why current achievement levels are unacceptable.
  o Communicating a positive vision of future school success.
  o Silencing naysayers quickly.
* Identify school staff members who contribute to turnaround success; ask others to leave the school.
- Design models that extend learning time and create community-oriented schools to support student learning and teacher collaboration
- Identify and implement models that support family and community engagement.
- Sustain initial successes with long-term culture change.

Paper Highlights NC

North Carolina is one of four states highlighted in a paper published by the Center for American Progress available online at http://www.americanprogress.org/issues/2011/06/sig_report.html. The paper examines the relationship between states with strong accountability systems before No Child Left Behind and their implementation of the SIG program since its substantial increase in funding.

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction