



# ***SIG Amendments & Year 2***

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**Online Meeting February 3, 2011  
10:00 – 11:30 am**

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*Welcome to your WebEx Online Meeting!*

*\*You will be muted when you log on. Be sure to connect via computer first, then follow the online instructions for dialing in by phone.\**

*For additional help, dial **Joe Trunk: 617 899-7925**.*

# Welcome!

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## ○ Introductions:

- Noel Bryant, VT DOE School Improvement Team
- Ken Remsen, VT DOE School Improvement Team
- Lisa Mazzitelli, VT DOE School Improvement Team
- Carol Duley, VT DOE Coordinator of Professional Development
- Karen Laba, KAL Consulting
- Joe Trunk, New England Comprehensive Center (NECC)

## ○ Participants



# WebEx Pointers

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- You will be muted during the session unless otherwise indicated.
- If you have a question or a request, type it into the CHAT box in the lower right hand corner of your screen
  - select the recipient (dropdown box) and
  - click SEND (Note– you can chat privately with the host or publicly with EVERYONE using the dropdown list)

PRACTICE using the CHAT box: Type in a greeting to all and tell us what school you represent.

- If you get disconnected, first try logging off the internet and then re-entering; you can stay connected via phone while waiting to reconnect to the web.
- If you can't resolve the problem, call Joe Trunk at (617 899-7925) to talk with someone who may be able to help get you reconnected.

# *Objectives of the Meeting*

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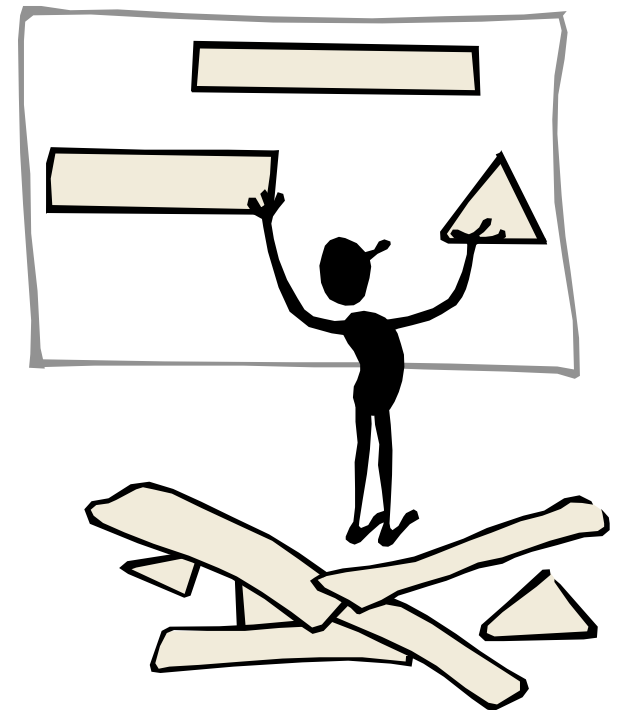


- Review procedures for amending SIG grants during the current year
- Discuss the role of SIG coaches in making amendment decisions
- Consider ways to use the audit findings to inform Year 2 SIG plans
- Offer suggestions for future meetings of SIG coaches, teams

# *Amending the SIG Grant*

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- Purpose of amendments
- Scope of work changes
- Budget revisions
  
- Timeline for Year 1 amendments
- Criteria for approval
- Role of the SIG Coach in amendment decision



# Components of the Amendment

	<b>REQUEST FOR AMENDMENT TO AN EXISTING GRANT</b>	Date: Grant Award#: Amendment #:	Grant: Supervisory Union: School:
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**Requirement:**

***Sub-grantees shall obtain prior approval of the VT Department of Education whenever any of the following changes is anticipated under a grant award.***

- i. Any revision which would result in the need for additional funding.*
- ii. Cumulative transfers among direct cost categories or among separately budgeted programs, projects, functions, or activities which exceed or are expected to exceed 10% of the current total approved budget,*
- iii. Any revision in the scope or objectives of the project (regardless of whether there is an associated budget revision requiring prior approval).*
- iv. Changes in key persons in cases where specified in an application or a grant award. (E.g. a change in the project director or manager shall always require approval)*
- v. Changes in sub-granting or otherwise obtaining the services of a third party to perform activities which are central to the purposes of the award.*

# *Contents of the Amendment*

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Please use this space to provide any information which would be helpful to VT DOE staff to respond to this amendment request in a timely manner:

- Description of the reason for amendment in the approved Grant.
- List what aspects of the approved grant approved scope of work would be altered to effect the above stated change.
- Total amendment percentage of original grant award for this fiscal year.



## *Example of an Amendment*

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Please use this space to provide any information which would be helpful to VT DOE staff to respond to this amendment request in a timely manner:

“Teachers have been discussing the possibility of changing to standards based report cards in helping to monitor and report student performance towards meeting the grade expectations. Grade teams would work outside the school day to look at samples of other standards based report cards being used across the state to design one for their grade level.”

Description of the reason for amendment in the approved Grant:

“To involve teachers in the process of creating standards based report cards outside of the contracted school day.”

List what aspects of the approved grant approved scope of work would be altered to effect the above stated change.

“We would take funds from the math consultant line.”

Total amendment percentage of original grant award for this fiscal year.  
2.5% (\$2,500)

## *Example 1, continued*

<b>Budget Alterations</b>		
<b>Describe Budget Amendment</b>	<b>Original</b>	<b>Proposed</b>
Stipends for teachers to develop grade level standards based report cards	\$0	\$2,500
Math Professional Development (Consultant and course work)	\$30,000	\$27,500

## *Amendment Example 2*

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Please use this space to provide any information which would be helpful to VT DOE staff to respond to this amendment request in a timely manner:

“Teachers have been reporting an increase in the number of students who did not meet fall reading benchmarks. Our current assessment calendar requires teachers in grades 3-8 to assess students who fall below the benchmark to be further assessed using the Fountas and Pinnell benchmarking system. All kindergarten and grade one students are given the Fountas and Pinnell assessment three times each year. Grade two students are given the Fountas and Pinnell in the winter and spring. Grade two teachers use the spring data from grade one for benchmarking. New students in grade two are assessed in the fall along with any student whom teachers have questions or concerns about in regards to reading. ”

Description of the reason for amendment in the approved Grant:

“To provide time for teachers to administer reading assessments. We have found an increased number of students who did not meet the fall benchmark in reading. .”

List what aspects of the approved grant approved scope of work would be altered to effect the above stated change.

“The scope of the work would be broadened to include use of substitutes to cover teachers who will be using more diagnostic reading assessments to identify areas of student need, including the instructional and independent reading levels. .”

Total amendment percentage of original grant award for this fiscal year.

No change in budget

## *Example 2, continued*

<b>Budget Alterations</b>		
<b>Describe Budget Amendment</b>	<b>Original</b>	<b>Proposed</b>
None requested		

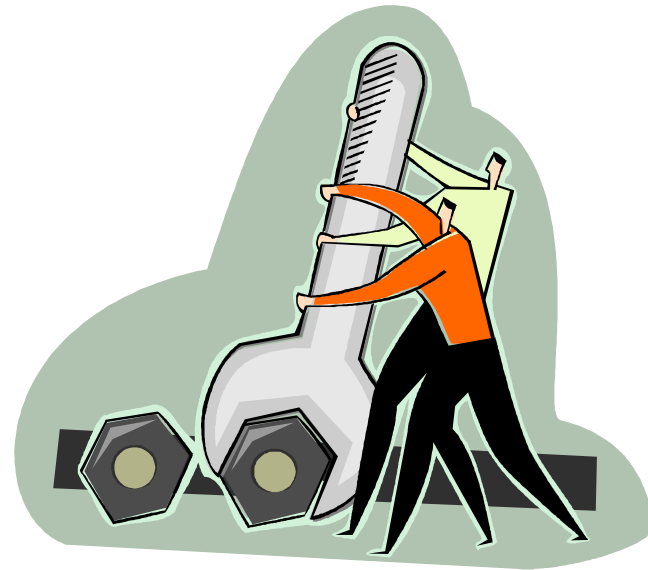


# *The SIG Coach's Role*

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Year 1 Amendments --

- Scope of work revisions
  
- Budget change requests



# Questions about SIG Amendments?

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You have two options for asking a question:

- type your question into the CHAT box in the lower right hand corner of your screen; click SEND
- Click the RAISE HAND icon below the list of participants in the right column; you will be unmuted and invited to voice your question in the order received; click the hand icon again to lower it



## *Preparing a Year 2 SIG Plan*

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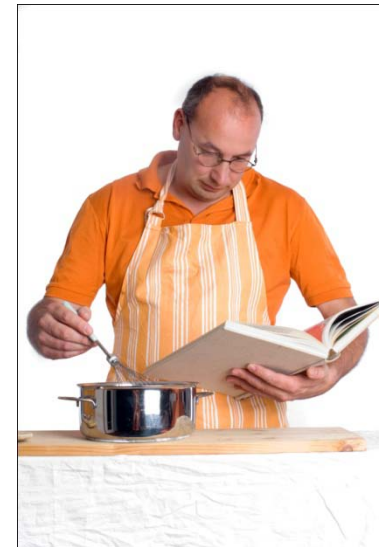
- Updated to reflect new data
  - What new data?
    - Student achievement data – state, local
    - Assessments of Year 1 SIG progress (mid year and end of year reports)
    - Identified gaps/ omissions in required transformation components
    - Richardson audit findings



# *Using Audit Findings to Inform SIG2*

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- Review SIG Transformation Elements
  - “increase teachers’ and leaders’ effectiveness”
  - “implement comprehensive instructional reform strategies”
  - “increase learning time and community oriented schools”
  - “provide operational flexibility and sustained support”



# *Transformation Flexibility*

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- An LEA “may also implement other strategies to . . .”

improve teachers’ and leaders’ effectiveness, “such as . . .

- Additional compensation
- Measuring changes in instructional practices resulting from professional development



## *Transformation Flexibility (instruction)*

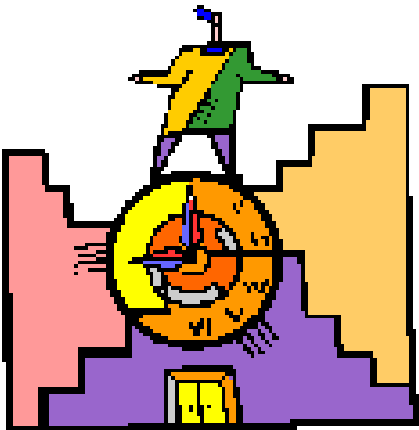
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- An LEA “may also implement other strategies to . . .” implement comprehensive instructional reform, “such as. . .
  - reviews to ensure fidelity of implementation
  - “response to intervention”
  - additional supports to teachers of SWD and ELLs
  - Additional advanced coursework (HS)
  - Improve transitions from ms to hs, es to ms
  - Increase grad rate via credit recovery, re-engagement, small learning communities;
  - Establish early warning systems to ID at-risk

# *Transformation Flexibility (time)*

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- An LEA “may also implement other strategies to . . .” extend learning time and create community oriented schools, “such as . . .
  - partnering with parents and community orgs, health clinics, other state agencies to provide safe environment
  - restructure or extend the school day for advisory periods
  - implement PBIS (or similar) to improve climate
  - expand to full day kinder or pre-kinder programs



## *Transformation Flexibility (support)*

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- An LEA “may also implement other strategies for . . .”

Providing operational flexibility and intensive support , “such as . . .

- allowing the school to be run under a new governance arrangement
- implementing a per-pupil school based budget formula weighted based on student needs



# Sample audit findings

Audit factor	Finding
#2: Focus on Continuous improvement	“The continuous improvement monitoring and data analysis efforts are in the early stages.”
#3: Curriculum alignment	“The curriculum has been aligned to state standards but structures are not in place to ensure the curriculum is implemented with fidelity and integrity.”
#3: Curriculum alignment	“. . . a singular document outlining the school-wide curriculum is absent.”

\*How do these findings fit the transformation elements?

\*What amendments to the SIG scope of work might the school make to address these findings?

# More sample audit findings

Audit factor	Finding
#5: common formative assessments	“. . .much of the data analysis falls upon the shoulders of the principal. Shared ownership, understanding and utilization of this information to improve both instructional practice and student achievement needs to remain a prioritized focus.”
#7: professional development	“Sporadically assesses the effectiveness of PD in achieving learning goals; improving teaching, and assisting students in academic achievement. Has potential for informing improvements in teaching and student learning, but is not yet consistently utilized.”
#10: student support system	“Teams meet to discuss progress on IEP goals but rarely discuss progress and instructional practice on grade-level curriculum.”

\*How do these findings fit the transformation elements?

\*What amendments to the SIG scope of work might the school make to address these findings?



## *SIG Year 2 Next Steps*

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- Anticipated due date:
  - final plans undergoing internal review and approval;
  - anticipate Year 2 continuation grant requests due June 2011
- Expectations:
  - Revisions to activities reflecting Y1 progress, new data, audit findings
  - Improved quality of intermediate measurable outcomes

True

False



True

False

## *SIG Year 2 Questions*

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- Submit questions by typing in the chat box or clicking the RAISE HAND icon
- For questions after today's meeting, contact your DOE SIG Coordinator



# *Continuing the Conversation*

- Interest in future meetings
  - WHAT?
    - Topics?
  - WHO?
    - SIG coaches only?
    - Coaches and School Reps?
    - Coaches and DOE SI Coordinators?
  - HOW?
    - Online?
    - Face to face?
  - WHEN?
    - Dates/ months/ days of week?
    - Duration?
    - Time of day?

**\*\* Watch for survey via email.**



# *Thanks for your participation*

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Thanks to NECC and Joe Trunk  
for web services and support



## **Meeting feedback:**

The most useful part of the meeting was. . . .

To move our work forward, we could use help with . . .

To [KarenLaba@comcast.net](mailto:KarenLaba@comcast.net)