

# Additional Guidance for Title I SIG Enhanced

## Allocation Amounts

NYSED will provide funding to support allowable activities associated with each of its Enhanced Support Options as outlined below:

### **\$25,000**

Extended SCEP Support  
Supporting New Principals – TSI

### **\$50,000**

Enhancing Principal Leadership  
Extending Digital Learning  
Instructional Coaching Consortium  
Introduction to Restorative Schools  
Supporting New Principals – CSI

### **\$60,000**

Advancing Equity  
Developing Restorative Practitioners

## Allowable Uses of Funds

Participating Schools will have two types of expenses that can be funded through the SIG Enhanced Award:

1. **Program Participation Expenses:** expenses associated with participating in program meetings with NYSED and with conducting program activities.
2. **Program Principle Expenses:** expenses identified by the program participants as a means of advancing the principles of the specific SIG Enhanced program.

## Program Participation Expenses

The participation costs for each program may vary. Examples of costs that may arise are listed below:

- Stipend/Hourly or Daily rates for staff costs outside of contract hours that are not already supported by other funding
- Substitute costs for staff participating in meetings during school hours
- Costs associated with traveling to other schools in the program (while there are no travel expectations for any program, some schools may find it beneficial to visit other schools in their cohort)
- Costs associated with conducting a needs assessment (e.g., surveys that are specific to the support option)
- Costs associated with parent/community participation in planning meetings (transportation/childcare)

## Program Principles

Each of the Enhanced Support Options has organizing principles that guide the curriculum and content of the program. Expenses not connected to participation should advance one or more of the Program Principles identified below. Examples of Program Principle Expenses can be found in Appendix A.

## Advancing Equity

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning and Support

## Additional Guidance for Title I SIG Enhanced

### Developing Restorative Practitioners

- Building Community
- Promoting Accountability
- Promoting and Developing Healthy Relationships

### Enhancing Principal Leadership

- Driving for Results
- Influencing for Results
- Personal Effectiveness
- Problem Solving

### Extended SCEP (Both Traditional SED-led and Network-led)\*

- Assessing and Identifying Internal Needs/Supports
- Building Capacity and Resources With/In School Communities

### Extending Digital Learning

- Planning for Success
- Implementing for Success
- Analyzing and Reviewing for Success
- Reflecting for Success

### Instructional Coaching Consortium

- Expanding Instructional Capacity
- Building Practical Coaching Skills
- Enhancing Professional Collaboration

### Introduction to Restorative Schools

- Building Community
- Promoting Accountability
- Promoting and Developing Healthy Relationships

### Supporting New Principals (Both TSI and CSI)

- Driving for Results
- Influencing for Results
- Personal Effectiveness
- Problem Solving

*\*The Extended SCEP model is supported through two different approaches – the “Traditional” SED-Led support and the “Network-Led” support. The Extended SCEP principles can be applied to either of these approaches.*

### Schools Participating in Two Models

CSI schools were provided with the opportunity to participate in two options under certain circumstances. Districts that have one or more schools participating in two Enhanced options should ensure that a separate Activity Chart is completed for each option. These schools can approach the funding as one combined allocation that will be divided

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across two support options. For example, a district with CSI school that is participating in both the Enhancing Principal Leadership program and the Instructional Coaching Consortium, and therefore is eligible to receive \$100,000 in SIG Enhanced funding, could use \$35,000 toward the Enhancing Principal Leadership activity expenses and \$65,000 toward the Instructional Coaching Consortium activity expenses.

### Uses of Funds Limitations

In addition to the guidance above, Title I School Improvement Enhanced funding may not be used to support costs associated with construction, minor remodeling, and renovation.

# Appendix A: Examples of Program Principle Expenses

## Using these Examples

Districts should consult with the program participants to identify the best ways to use the available SIG Enhanced Funding to advance the program principles of their Support Option.

District staff and program participants should start with identifying what they would like their school to accomplish as a result of participating in the program, rather than beginning with identifying what expenses are allowable. If specific activities or costs are not allowable, NYSED staff may be able to assist in identifying alternate funding sources.

Below are strategies that **–if necessary and if allowed by district policy and local collective bargaining agreements–** may be used to advance the Program Principles of each Support Option. Since many of these strategies could fit into multiple principles, only the primary principle supported through this expense is identified. Please note that the examples below are provided as options *only*, intended to help generate discussions at the school level. NYSED does not require, recommend, endorse, or advise on any specific program or product. All instructional decisions are made at the local level.

## Advancing Equity Examples

### Advancing Equity Principle 1: Welcoming and Affirming Environments

1. Allocate funds to support the planning, strategy implementation, and monitoring of a welcoming and affirming environment.
2. Allocate funds for the costs associated with planning and implementing school-wide activities and events that celebrate the diverse cultures and backgrounds of the school community, i.e., staff compensation for planning events and utilizing supporting materials such as posters, postcards, etc.
3. Allocate funds so that teachers have the time and resources to gather insights and promote dialogue about family cultures, student goals, and learning preferences, e.g., getting-to-know-you student profiles and family meetings.
4. Allocate funds to engage with families, including hiring translators for events and/or meetings and providing transportation and/or childcare to enable families to attend meetings.
5. Allocate funds to engage with families, including having ASL interpreters present and providing accommodations for people with disabilities.
6. Allocate funds to assess school climate in terms of diversity, equity, and inclusion using surveys, interviews, focus groups, and informal gatherings presented in the languages of the families and accessible to all, even those who are not literate.
7. Allocate funds for social-emotional learning programs that promote equity, for example Restorative Justice.
8. Allocate resources to support school staff in cultivating an environment of affirmation and acceptance, including materials that highlight students' identities. Provide specific training on intervening in disrespectful speech.
9. Allocate resources to engage with families and teach them about the education system and expectations of all stakeholders. All stakeholders should be aware of the opportunities for all students to engage in school and extracurricular activities as well as pursue scholarships and vocational opportunities.

### Advancing Equity Principle 2: High Expectations and Rigorous Instruction

1. Allocate funds to promote high expectations and support the planning, implementation, and monitoring of rigorous instruction.
2. Allocate funds for clubs and activities that appeal to all students. Provide materials and transportation so that all students have access to these opportunities.
3. Allocate funds for resources to allow all students to access advanced coursework and enrichment activities, for example, providing technical dictionaries, translation devices, or support staff.

## Appendix A: Examples of Program Principle Expenses

4. Allocate funds for a high-quality tutoring program.
5. Allocate funds to support the use of “frontloading” as a strategy to support access for all students.
6. Set aside funding for students to engage in leadership activities, including civic engagement, social justice, and project-based learning projects.
7. Set aside funding to establish an inclusive space or provide specific learning opportunities that encourage cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator.

### Advancing Equity Principle 3: Inclusive Curriculum and Assessment

1. Allocate funds to cover costs associated with adapting the curriculum, texts, and content inclusive of experiences and identities of student body.
2. Allocate funds for teachers to develop formative assessments to tailor instruction and supports.
3. Allocate funds to support students with test preparation, including extra opportunities to learn about assessments and how to use resources such as bilingual glossaries.
4. Allocate funds to support costs associated with the creation or expansion of an inquiry team to develop opportunities to implement multi-lingual curriculum, resources, test preparation, and assessments.
5. Use funds to support student success with the SHSAT (in New York City), ACT, SAT, and AP exams. This could include paying for preparation books, accessing software subscriptions, and providing after-school exam preparation.
6. Cover costs associated with virtual and in-person test preparation coaching sessions for students based on specific learning needs and styles. Pay teachers a stipend to facilitate virtual and in-person sessions during morning, evening, and weekend hours as needed for working with students, students who are parents, students with limited or formal education, and students in transitional housing.
7. Allocate funds to purchase applications (e.g., Pear Deck or Google Forms) that help gauge students’ background knowledge in order to incorporate student interests, voice, and choice in designing curriculum and assignments.
8. Allocate funds to support the planning, implementation, and monitoring of inclusive curriculum and assessments.

### Advancing Equity Principle 4: Ongoing Professional Learning and Support

1. Allocate funds to support the planning, implementation, and monitoring of ongoing professional learning to address equity.
2. Allocate funds for staff to participate in meetings associated with the school’s equity initiative, for instance professional learning communities, book studies, discussion groups, online webinars, and digital subscriptions.
3. Allocate funds for staff to participate in training on topics related to diversity, equity, and inclusion (e.g., funding for outside presenters and consultants, substitute coverage, and staff compensation for work performed outside contract hours).
4. Allocate funds to support teachers in planning for cross-curricular, culturally responsive-sustaining lessons including time and materials for planning, drafting, mapping, and aligning curriculum plans and projects.
5. Set aside funds for disseminating self-assessment tools and resources for educators to assess and reflect upon their implicit bias (i.e., self-reflection tools, books and articles, workshops).

## Developing Restorative Practitioners (DRP) Examples

### DRP Principle 1: Building Community

1. Allocate funds to cover costs associated with visiting other schools in the Developing Restorative Practitioners program, including staff transportation and substitute coverage.
2. Allocate funds for stipends and/or compensation for Restorative Team members and/or staff participating in or facilitating relevant professional development outside of contract hours.

## Appendix A: Examples of Program Principle Expenses

3. Allocate funds for stipends and/or compensation for substitutes to cover classrooms while teachers participate in Restorative Team-led, or Restorative Team-facilitated training or joint teacher-teacher visitations to other classrooms.
4. Provide staff with subscriptions to latest the education research, literature, and evidence-based practices (e.g., *Education Week*, *Marshall Memo*).
5. Use funds to purchase school newsletter software (e.g., Smore).

### DRP Principle 2: Promoting Accountability

1. Allocate funds to pay for staff to participate in social-emotional coordination meetings after school in which staff that teach/support specific students meet regularly to develop student-specific plans, align supports across classrooms, share observations of the same students, and monitor the effectiveness of their plans.
2. Allocate funds so that specific staff can receive training after hours. Additionally, for NYC schools, funds can be allocated to offset the difference between “training rate” and the District’s hourly rate for professional staff.
3. Allocate funds for restorative practice tools and strategies, such as video and audio devices, for providing professional resources such as mentor videos for staff to reference when implementing new restorative practices and verbiage.
4. Allocate funds for tools, such as video and audio devices, for the purpose of supporting and monitoring growth of students and staff as they observe and reflect on implementation of restorative practices.
5. Allocate funds for stipends and/or compensation for substitutes for Restorative Team members meeting or working on data analysis and restorative planning.
6. Allocate funds for stipends and/or compensation for Restorative Team members and/or staff to work with district and/or community members when developing a restorative school.
7. Use funds to purchase behavior management software to better track and address discipline issues.
8. After analyzing discipline and infraction data, allocate funds to hire part-time personnel to support areas of the school where additional supervision could positively impact student behavior (e.g., provide additional monitors or aides for times of day or locations that would benefit from additional adult support).

### DRP Principle 3: Promoting and Developing Healthy Relationships

1. Allocate funds to cover costs associated with staff participation in training or coursework in Restorative Practices.
2. Allocate funds for purchasing materials needed to support restorative initiatives identified by the school.
3. Allocate funds for the purchase of books for a book study with the restorative team and/or staff.
4. Allocate funds for supplies, such as post-its, highlighters, poster board, etc., for the purpose of modeling restorative strategies, conducting needs assessments, and developing common beliefs and/or plans of action.
5. Allocate funds for stipends and/or compensation for Restorative Team members and/or staff to share information, data, progress, etc., about the implementation of restorative practices, with district and/or community members, such as during school board or town meetings.
6. Contract with local social-emotional support providers to offer virtual support groups for students, families, and staff.

## Enhancing Principal Leadership (EPL) Examples

### EPL Principle 1: Driving for Results

1. Allocate funds to support time management for leaders, such as purchasing a calendar tool to help the leader electronically maintain a schedule that allows for dedicated time focused on improving instructional practices and student assessment results.
2. Allocate funds for the School Leadership Team meetings outside of contract hours to create and/or implement action plans to address areas of need such as analyzing data and communicating with families about student achievement (i.e., Tuesday Night phone calls to families to discuss achievement, attendance, etc.), etc.

## Appendix A: Examples of Program Principle Expenses

3. Allocate funds to cover transportation expenses associated with visiting other schools that are successfully implementing reform models and/or initiatives similarly to your school.
4. Allocate funds to work with consultants to support the School Leadership Team in its improvement initiatives.
5. Allocate funds to purchase software and/or equipment to enhance a principal's ability to provide timely feedback to staff.
6. Allocate funds to pay for a master scheduler or scheduling software that will support efforts to ensure that individual students are receiving the classes they need and that teachers are being provided opportunities for vertical/horizontal collaboration.
7. After analyzing discipline and infraction data, allocate funds to hire part-time personnel to support areas of the school where additional supervision could positively impact student behavior (e.g., provide additional monitors or aides for times of day or locations that would benefit from additional adult support).

### EPL Principle 2: Influencing for Results

1. Allocate funds to support building the capacity of Assistant Principals. This could include purchasing books and meeting outside of contract hours for a book study for school leaders/School Leadership Team or to develop a common language and gain a common set of tools to collectively tackle high-leverage issues that the school is facing in instruction, communication, etc.
2. Allocate funds for Assistant Principals to participate in leadership training.
3. Allocate funds for teacher leaders to participate in professional development to support their leadership development.
4. Allocate funds to support the development of teacher leaders (e.g., mentoring, professional development).
5. Allocate funds to provide mentoring and leadership coaching to Assistant Principals.
6. Allocate funds to provide staff with subscriptions to the latest education research, literature, and evidence-based practices (e.g., *Education Week*, *Marshall Memo*).
7. Allocate funds to School Leadership Team members to participate in college courses and/or professional development focused on enhancing leadership skills.
8. Allocate funds toward the redesign of a school or district website; this can be done to ensure ADA compliance, improve the quality of the mobile site, and build in increased accessibility capabilities (such as translation, closed-captioning, ability to click for audio descriptions, etc.). In advance of redesigning the website, the district/school should elicit feedback from the community about what information/features of the website would be most helpful if they were available.
9. Allocate funds for the School Leadership Team to meet outside of contract hours with subgroup and/or content area specialists (i.e., ENL teachers, math coach) to further develop the Leadership Team's expertise in supporting teachers' areas of need.
10. Allocate funds to pay for a mentor coordinator to organize and implement a mentoring program with local businesses and organizations that pairs adults with students.
11. Allocate funds to pay for staff to participate in social-emotional coordination meetings after school in which staff that teach/support specific students meet regularly to develop student-specific plans, align supports across classrooms, share observations of the same students, and monitor the effectiveness of their plans.
12. Allocate funds to purchase school newsletter software (e.g., Smore).

### EPL Principle 3: Personal Effectiveness

1. Allocate funds to support personal leadership growth through the purchase of leadership-focused books and participation in leadership conferences.
2. Allocate funds to participate in college courses and/or professional development focused on enhancing leadership skills.
3. Allocate funds to support personal leadership growth through mentoring and coaching.

## Appendix A: Examples of Program Principle Expenses

### EPL Principle 4: Problem Solving

1. Allocate funds to support costs associated with the creation or expansion of a Data Analysis Team. Potential expenses could include assessment materials, software, and staff stipends for participation outside of contract hours.
2. Allocate funds to support costs associated with the creation or expansion of an Equity Team that routinely examines data regarding the experiences of students within the school to identify strategies to address gaps that exist. Potential expenses could include software, staff stipends for participation outside of contract hours, and strategies designed to reduce gaps identified (e.g., costs associated with establishing an after-school bus run to reduce an identified gap in participation in after-school activities).
3. Allocate funds to meet outside of contract hours to collaborate with the School Leadership Team around addressing challenges that the school is currently facing.
4. Allocate funds to meet outside of contract hours to collaborate with grade levels to analyze data and identify next steps to address learning gaps.
5. Allocate funds to survey the school community about their perceptions of the school, share the results with the school community, and develop next steps to address findings based on an analysis of survey data.
6. Allocate funds to cover costs associated with establishing an Early Warning Intervention and Monitoring System (software, personnel, etc.) that aligns with the [NYSED State-Supported Evidence-based Intervention parameters for Early Warning Intervention and Monitoring Systems](#)
7. Allocate funds to purchase behavior management software to better track and address discipline issues.

### Extended SCEP Examples:

#### Extended SCEP Principle 1: Assessing and Identifying Internal Needs/Supports

1. Allocate funds for tools or resources that allow the school to further explore, monitor, or begin to identify, current or future SCEP commitments.
2. Allocate funds for activities that help foster and support a school environment of continuous improvement.
3. Allocate funds for families/community members to participate as thought-partners in developing and monitoring school improvement activities.

#### Extended SCEP Principle 2: Building Capacity and Resources With/In School Communities

1. Allocate funds to cover travel (transportation, lodging, meal) expenses and substitute teaching costs associated with visiting other schools to explore and share common practices identified by schools within the network.
2. Allocate funds to help expand resources to connect school communities, families, and leaders.
3. Allocate funds for stipends and/or compensation for staff scheduled to work on school-identified strategies and resources.

*\*The Extended SCEP model is supported through two different approaches – the “Traditional” SED-Led support and the “Network-Led” support. The examples above can work with either of these approaches.*

### Extending Digital Learning (EDL) Examples

#### EDL Principle 1: Planning for Success

1. Allocate funds for professional development and training outside of contract hours for specific teachers who are working with the digital leader.
2. Allocate funds for online formative assessment programs and other platforms for virtual learning. Cover costs for site licenses and teacher training on the programs.
3. Allocate funds for stipends and/or compensation for substitutes to cover classrooms while the digital leader participates in coach-led, or coach-facilitated training or joint teacher-coach visitations to other classrooms.



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4. Allocate funds to purchase materials needed to support instructional initiatives identified by the school.
5. Allocate funds to purchase any devices or equipment needed for implementing the school's digital learning plan.

### EDL Principle 2: Implementing for Success

1. Allocate funds for the digital leader to develop assessments and/or rubrics to tailor instruction and supports.
2. Make funds available for specific teachers to receive training or complete a course that will then allow the school to offer a digital learning course.
3. Allocate funds for the digital leader to implement the digital learning plan outside of contract hours.

### EDL Principle 3: Analyzing and Reviewing for Success

1. Allocate funds to support costs associated with the creation or expansion of a Data Analysis Team. Potential expenses could include online data analytics programs, professional development around data analysis, and staff stipends for participation outside of contract hours.
2. Allocate funds to meet outside of contract hours to collaborate with the School Leadership Team about addressing current digital learning challenges.
3. Allocate funds to meet outside of contract hours to collaborate with grade levels to analyze data and identify next steps to address learning gaps in digital learning.
4. Allocate funds to meet with and/or survey the school community about their perceptions of the school's digital learning program and develop next steps to address findings based on an analysis of meeting and/or survey data.

### EDL Principle 4: Reflecting for Success

1. Allocate funds for instructional coaching/digital learning tools, such as video and audio devices, for the purpose of supporting and monitoring growth of teachers as they observe and reflect on their own digital teaching practices.
2. Allocate funds for stipends and/or compensation for substitutes for teachers or the digital leader scheduled to work on data analysis, their capstone project, or engaging in the implementation process.
3. Allocate funds for access to online resources to build and support professional collaboration practices, such as Professional Learning Communities.
4. Allocate funds for attendance at and participation in professional development to build and support professional collaboration practices, such as Professional Learning Communities specifically related to digital learning.

## Instructional Coaching Consortium Examples

### ICC Principle 1: Expanding Instructional Capacity

1. Allocate funds for professional development and training outside of contract hours for specific teachers who are working with the instructional coach.
2. Allocate funds for online formative assessment programs and other platforms for virtual learning. Cover the costs for site licenses and teacher training on the programs.
3. Allocate funds for staff subscriptions to the latest in educational research, literature, and evidence-based practices (e.g., *Education Week*, *Marshall Memo*, etc.)
4. Allocate funds for stipends and/or compensation for teachers to participate in coach-led PD outside of contract hours and/or during the summer.
5. Allocate funds for stipends and/or compensation for substitutes to cover classrooms while teachers participate in coach-led, or coach-facilitated training or joint teacher-coach visitations to other classrooms.
6. Allocate funds for instructional coaching tools, such as video and audio devices, for providing professional resources such as mentor videos for instructional staff to reference when implementing new instructional practices.

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7. Allocate funds for purchasing materials needed to support instructional initiatives identified by the school.
8. Allocate funds for the purchase of books for an instructional book study with the instructional coach and instructional staff.

### ICC Principle 2: Building Practical Coaching Skills

1. Allocate funds for stipends and/or compensation for coaches participating in relevant professional development sessions outside of contract hours.
2. Allocate funds for instructional coaching tools, such as video and audio devices for the purpose of supporting and monitoring growth of teachers as they observe and reflect on their own teaching practices.
3. Allocate funds for instructional coaching tools, such as video and audio devices for the purpose of observing him/herself and/or, leading meetings and working with instructional staff throughout the instructional coaching cycle.
4. Allocate funds for any supplies, such as post-its, highlighters, poster board, etc., for the purpose of modeling instructional strategies .

### ICC Principle 3: Enhancing Professional Collaboration

1. Allocate funds for stipends and/or compensation for substitutes for teachers or instructional coaches scheduled to work on data analysis, instructional planning, or engaging in the instructional coaching cycle.
2. Allocate funds for the purchase of stationery, cards, or other incentives to be used as social and emotional development supports for staff. Additionally, such items may be used to thank individual staff members when the coach visits classrooms or works with teachers during the coaching cycle or when demonstrating lessons using new instructional practices.
3. Allocate funds for purchase of instructional books to build and support professional collaboration practices, such as Professional Learning Communities.
4. Allocate funds for access to online resources to build and support professional collaboration practices, such as Professional Learning Communities.
5. Allocate funds for attendance at and participation in professional development to build and support professional collaboration practices, such as Professional Learning Communities.

## Introduction to Restorative Practices (IRP) Examples

### IRP Principle 1: Building Community

1. Allocate funds to cover costs associated with visiting other schools in the Developing Restorative Practitioners program, including staff transportation and substitute coverage.
2. Allocate funds for stipends and/or compensation for Restorative Team members and/or staff participating in or facilitating relevant professional development outside of contract hours.
3. Allocate funds for stipends and/or compensation for substitutes to cover classrooms while teachers participate in Restorative Team-led, or Restorative Team-facilitated training or joint teacher-teacher visitations to other classrooms.
4. Provide staff with subscriptions to latest the education research, literature, and evidence-based practices (e.g., *Education Week*, *Marshall Memo*).
5. Use funds to purchase school newsletter software (e.g., Smore).

### IRP Principle 2: Promoting Accountability

1. Allocate funds to pay for staff to participate in social-emotional coordination meetings after school in which staff that teach/support specific students meet regularly to develop student-specific plans, align supports across classrooms, share observations of the same students, and monitor the effectiveness of their plans.
2. Allocate funds so that specific staff can receive training after hours. Additionally, for NYC schools, funds can be allocated to offset the difference between “training rate” and the District’s hourly rate for professional staff.

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3. Allocate funds for restorative practice tools and strategies, such as video and audio devices, for providing professional resources such as mentor videos for staff to reference when implementing new restorative practices and verbiage.
4. Allocate funds for tools, such as video and audio devices, for the purpose of supporting and monitoring growth of students and staff as they observe and reflect on implementation of restorative practices.
5. Allocate funds for stipends and/or compensation for substitutes for Restorative Team members meeting or working on data analysis and restorative planning.
6. Allocate funds for stipends and/or compensation for Restorative Team members and/or staff to work with district and/or community members when developing a restorative school.
7. Use funds to purchase behavior management software to better track and address discipline issues.
8. After analyzing discipline and infraction data, allocate funds to hire part-time personnel to support areas of the school where additional supervision could positively impact student behavior (e.g., provide additional monitors or aides for times of day or locations that would benefit from additional adult support).

### IRP Principle 3: Promoting and Developing Healthy Relationships

1. Allocate funds to cover costs associated with staff participation in training or coursework in Restorative Practices.
2. Allocate funds for purchasing materials needed to support restorative initiatives identified by the school.
3. Allocate funds for the purchase of books for a book study with the restorative team and/or staff.
4. Allocate funds for supplies, such as post-its, highlighters, poster board, etc., for the purpose of modeling restorative strategies, conducting needs assessments, and developing common beliefs and/or plans of action.
5. Allocate funds for stipends and/or compensation for Restorative Team members and/or staff to share information, data, progress, etc., about the implementation of restorative practices, with district and/or community members, such as during school board or town meetings.
6. Contract with local social-emotional support providers to offer virtual support groups for students, families, and staff.

## Supporting New Principals (SNP) CSI/TSI Examples

### SNP Principle 1: Driving for Results

1. Allocate funds to support time management for leaders, such as purchasing a calendar tool to help the leader electronically maintain a schedule that allows for dedicated time focused on improving instructional practices and student assessment results.
2. Allocate funds for the School Leadership Team meetings outside of contract hours to create and/or implement action plans to address areas of need such as analyzing data and communicating with families about student achievement (i.e., Tuesday Night phone calls to families to discuss achievement, attendance, etc.), etc.
3. Allocate funds to cover transportation expenses associated with visiting other schools that are successfully implementing reform models and/or initiatives similarly to your school.
4. Allocate funds to work with consultants to support the School Leadership Team in its improvement initiatives.
5. Allocate funds to purchase software and/or equipment to enhance a principal's ability to provide timely feedback to staff.
6. Allocate funds to pay for a master scheduler or scheduling software that will support efforts to ensure that individual students are receiving the classes they need and that teachers are being provided opportunities for vertical/horizontal collaboration.
7. After analyzing discipline and infraction data, allocate funds to hire part-time personnel to support areas of the school where additional supervision could positively impact student behavior (e.g., provide additional monitors or aides for times of day or locations that would benefit from additional adult support).

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### SNP Principle 2: Influencing for Results

1. Allocate funds to support building the capacity of Assistant Principals. This could include purchasing books and meeting outside of contract hours for a book study for school leaders/School Leadership Team or to develop a common language and gain a common set of tools to collectively tackle high-leverage issues that the school is facing in instruction, communication, etc.
2. Allocate funds for Assistant Principals to participate in leadership training.
3. Allocate funds for teacher leaders to participate in professional development to support their leadership development.
4. Allocate funds to support the development of teacher leaders (e.g., mentoring, professional development).
5. Allocate funds to provide mentoring and leadership coaching to Assistant Principals.
6. Allocate funds to provide staff with subscriptions to the latest education research, literature, and evidence-based practices (e.g., *Education Week*, *Marshall Memo*).
7. Allocate funds to School Leadership Team members to participate in college courses and/or professional development focused on enhancing leadership skills.
8. Allocate funds toward the redesign of a school or district website; this can be done to ensure ADA compliance, improve the quality of the mobile site, and build in increased accessibility capabilities (such as translation, closed-captioning, ability to click for audio descriptions, etc.). In advance of redesigning the website, the district/school should elicit feedback from the community about what information/features of the website would be most helpful if they were available.
9. Allocate funds for the School Leadership Team to meet outside of contract hours with subgroup and/or content area specialists (i.e., ENL teachers, math coach) to further develop the Leadership Team's expertise in supporting teachers' areas of need.
10. Allocate funds to pay for a mentor coordinator to organize and implement a mentoring program with local businesses and organizations that pairs adults with students.
11. Allocate funds to pay for staff to participate in social-emotional coordination meetings after school in which staff that teach/support specific students meet regularly to develop student-specific plans, align supports across classrooms, share observations of the same students, and monitor the effectiveness of their plans.
12. Allocate funds to purchase school newsletter software (e.g., Smore).

### SNP Principle 3: Personal Effectiveness

1. Allocate funds to support personal leadership growth through the purchase of leadership-focused books and participation in leadership conferences.
2. Allocate funds to participate in college courses and/or professional development focused on enhancing leadership skills.
3. Allocate funds to support personal leadership growth through mentoring and coaching.

### SNP Principle 4: Problem Solving

1. Allocate funds to support costs associated with the creation or expansion of a Data Analysis Team. Potential expenses could include assessment materials, software, and staff stipends for participation outside of contract hours.
2. Allocate funds to support costs associated with the creation or expansion of an Equity Team that routinely examines data regarding the experiences of students within the school to identify strategies to address gaps that exist. Potential expenses could include software, staff stipends for participation outside of contract hours, and strategies designed to reduce gaps identified (e.g., costs associated with establishing an after-school bus run to reduce an identified gap in participation in after-school activities).
3. Allocate funds to meet outside of contract hours to collaborate with the School Leadership Team around addressing challenges that the school is currently facing.

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4. Allocate funds to meet outside of contract hours to collaborate with grade levels to analyze data and identify next steps to address learning gaps.
5. Allocate funds to survey the school community about their perceptions of the school, share the results with the school community, and develop next steps to address findings based on an analysis of survey data.
6. Allocate funds to cover costs associated with establishing an Early Warning Intervention and Monitoring System (software, personnel, etc.) that aligns with the [NYSED State-Supported Evidence-based Intervention parameters for Early Warning Intervention and Monitoring Systems](#)
7. Allocate funds to purchase behavior management software to better track and address discipline issues.