

FY26 School Improvement Grants



Grant Implementation
Guidance

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FY26 School Improvement Grants Implementation Guidance

This document serves as guidance to support grant implementation for districts and community schools that implement programs with **Title I Non-Competitive Supplemental School Improvement (TI NC SSI)** grant funds and/or **Expanding Opportunities for Each Child Non-Competitive (EOEC NC)** grant funds. The grants can be found in the Comprehensive Continuous Improvement Plan (CCIP) in the **School Improvement and Support Grants** funding application. Throughout this document, these grants will be referred to collectively as School Improvement Grants.

School Improvement Grant funds are intended to support high-quality, sustainable school improvement activities that increase student achievement and address the reason a building was identified. Grant applications must prioritize activities that support the reason for identification and align to the building One Plan.

More information including eligibility and grant requirements can be found in the [TI NC SSI guidance](#) and the [EOEC NC guidance](#).

It is not permissible to submit the same application year after year. Each annual application must reflect the needs of the identified building and the students during the current academic year.

FY26 School Improvement Grants Expectations

YEAR-TO-YEAR GRANT IMPLEMENTATION

School Improvement Grants are allocated annually. However, local educational agencies (LEAs) can expect to receive the grant funds for up to three years, unless the building shows two consecutive years of improvement and exits the federal identification status. As a result, it is important to build on the outcomes of the previous year's School Improvement Grants and plan forward for each year the LEA is expected to receive grant funds.

For example: If an LEA is purchasing supplemental HQIM intervention materials, then a three-year plan for the School Improvement Grants could look like the following:

- **Year One (FY25):** The LEA purchases \$50,000 in HQIM for Literacy and \$50,000 in training/PD to ensure fidelity of implementation.
- **Year Two (FY26):** The LEA progresses to fund coaching and evaluation of implementation fidelity.
- **Year Three (FY27):** The LEA progresses to evaluating the impact of the materials and curriculum, recalibrating the training and coaching provided, and continue to support implementation.

The following implementation models are helpful examples of how to support the progression of grant implementation and high-quality instructional materials (HQIM) over time.

STAGES OF IMPLEMENTATION

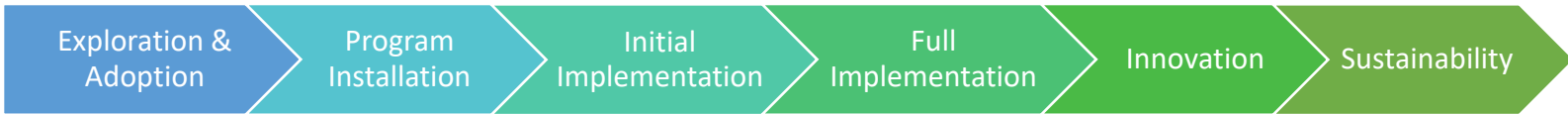


Figure 1. Stages of Implementation (Adapted from Fixsen et al., 2005, 2009)

- **Exploration and Adoption:** Assess needs, resources, and readiness for implementation.
- **Program Installation:** Create the necessary infrastructure and supports, including initial training.
- **Initial Implementation:** Begin using the new materials/strategies, with aligned professional learning and coaching support.
- **Full Implementation:** Ensure materials/strategies are being used consistently and effectively, with ongoing professional learning and coaching support.
- **Innovation:** Refine practices; differentiate and improve fit with ongoing professional learning and coaching support.
- **Sustainability:** Ensure that materials and practices are being optimally implemented with ongoing professional learning and coaching support. Consider the needs of new and veteran educators.

SELECTING INSTRUCTIONAL MATERIALS AND EVIDENCE-BASED PRACTICES

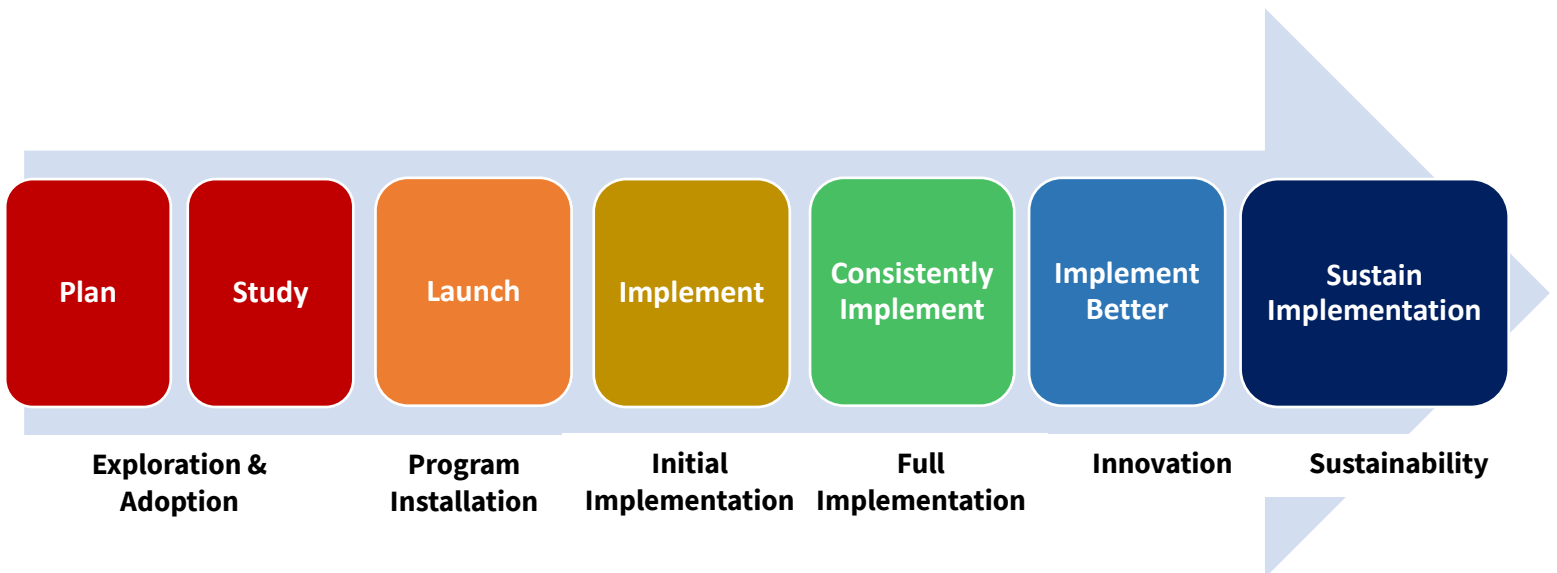


Figure 2. Plan, Study, Launch Implement Model

PLAN: During the first part of the exploration/adoption stage, planning involves creating a clear roadmap for the selection and implementation of high-quality instructional materials and/or evidence-based practices.

STUDY: During the second part of the exploration/adoption stage, studying involves evaluating and researching high-quality instructional materials and/or evidence-based practices.

LAUNCH: During the installation stage, launching involves introducing and disseminating high-quality instructional materials and/or evidence-based practices.

IMPLEMENT: During the initial implementation stage, implementing involves beginning to put high-quality instructional materials and evidence-based practices into use.

- During the full implementation stage, the goal is to achieve widespread, consistent implementation.
- During the innovation stage, the goal is to implement better, using data to support differentiation.
- During the sustainability stage, the goal is to sustain high-quality implementation over time.

Additional implementation information can be found in [Ohio's Plan to Raise Literacy Achievement](#).

IMTSS INFORMATION

The Department recently released Integrated Multi-Tiered System of Supports (Integrated MTSS). Moving forward, please ensure that the LEA's continuous improvement efforts are aligned to the Integrated MTSS framework. More information can be found on [Ohio's Integrated Multi-Tiered System of Supports webpage](#).

GRANT-FUNDED POSITIONS

Grant-funded positions need to be monitored and have established outcomes. This includes LEA positions and external contracted positions.

- Grant funded positions must be supplemental positions. School Improvement Grants cannot fund core instruction positions.
- An uploaded job description is required for any grant funded position. The job description must include an explanation of responsibilities, a list of qualifications including level of education, licensure (where applicable), and years of experience. If the position does not require a state-issued license, the qualifications of the person filling the grant-funded position must be provided during grant monitoring.

- Time and effort and schedule for person hired with grant funds: track person's time (%) and outcomes by building **and** by grant. This may be requested during the application process or during grant monitoring.

PROFESSIONAL DEVELOPMENT

In alignment with the Title II definition of Professional Development (PD) (ESSA Sec. 8101(42)), PD must be aligned to ongoing improvement strategies and should not be a stand-alone, one-day, or short-term workshop. Allowable professional development must meet the following criteria:

- Sustained (or part of a long-term professional development plan or school improvement plan)
- Intensive
- Collaborative
- Job-embedded
- Data-driven
- Classroom-focused

This information can either be entered in the History Log or as an uploaded document. Additional information and documentation may be requested during grant monitoring.

Grant funded professional development should also follow logical implementation progression as mentioned in [Year-to-Year Expectations](#)

HIGH-QUALITY INSTRUCTIONAL MATERIALS EXPECTATIONS

The purchase and implementation of evidence-based high-quality instructional materials to increase student learning. This may include any related high-quality professional learning and/or curriculum-based professional learning for educators. Professional learning should be selected from the [Professional Learning Partner Guide](#).

High-Quality Instructional Materials (HQIM) support educators with:

- Standards-aligned instructional content
- A coherent scope and sequence for grade-level lessons and unit plans
- Evidence-based instructional strategies and embedded formative assessments which support data-driven instruction
- Educational content which provides implementation support for educators to ensure all students' learning needs are met
- **Mathematics:** Purchase and implementation of mathematics supplemental materials rated green by EdReports.
 - Aligned to the phases outlined in the Ohio Curriculum Support Guide

- Aligned to Ohio’s High-Quality Instructional Materials Rubric for Mathematics
- For more information on high-quality instructional materials, please visit [Ohio Materials Matter](#).
- **Literacy:** All literacy HQIM must be approved by the Department before it can be purchased and implemented. School Improvement Grants can only fund supplemental, instructional intervention materials for students focused on improving literacy through the science of reading, including the selection and use of Department approved high-quality instructional materials for reading intervention. The approved list of intervention materials is linked [here](#).

Grant funded purchase of High-Quality Instructional Materials must follow a logical progression of implementation as outlined in [Selecting Instructional Materials and Evidence Based Practices](#).