

REQUEST FOR APPLICATIONS

TITLE I, PART A – Section 1003 (g) SCHOOL IMPROVEMENT GRANTS

LOCAL EDUCATION AGENCY APPLICATION FOR AN **IMPLEMENTATION SUBGRANT UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT**

P.L. 107-110

ISSUED BY:

**Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, NV 89701**

Grant Period: July 1, 2018 – June 30, 2021
Applications Due: February 28, 2018 by 12:00 PM (2019 implementation)
Grant Amounts: \$50,000 minimum - \$2,000,000 maximum is available per funded school annually
Source of Funding: U.S. Department of Education

Under Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act, the Nevada Department of Education (NDE) will make sub-grant awards to LEAs that have successfully completed one year of Planning per previously approved 1003g Planning Application.

Questions related to this funding should be addressed to:

Karen Gordon, School Improvement Grant Director, kgordon@doe.nv.gov
Nevada Department of Education
Office of Student and School Supports
700 East Fifth Street, Suite 113 Carson City, NV 89701
775-687-9258 (phone) or 775-687-9120 (fax)

LEAs that are APPROVED for planning year funding must work with an external provider to complete a comprehensive needs assessment to inform the full SIG application. Each LEA applying to receive SIG funds must select one of the six intervention models described below and complete all the requirements in this section.

LEAs applying to serve multiple schools with SIG funds must complete section D for each site.

NOTE: All SIG funds must be used to support the LEA's implementation of one of the six intervention models in a Priority or Focus school, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA's needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, the SEA will consider the following:

- Is the proposed use of the funds directly related to the full and effective implementation of the model selected by the LEA?
- Does it address the needs identified by the LEA needs assessment?
- Will it advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools?

This application must be completed at the LEA level with active participation from the school leadership team and input from students, families, school staff, and the community.

STATEMENT OF ASSURANCE CERTIFICATION

Name of District or Agency:

Printed Name and Title of the District's (Agency's) Signatory:

ASSURANCES

The LEA assures that it will –

- (1) Use its School Improvement Grant to fully and effectively implement an intervention in each Priority and Focus school that the LEA commits to serve consistent with the final requirements and terms of the NDE SIG application;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority, and Focus school that receives school improvement funds;
- (3) If it implements a restart model in a Priority or Focus school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding;
- (6) Report to the SEA the school-level data required under section III of the final requirements; and
- (7) Ensure that each school it commits to serve receives all of the state and local funds it would otherwise receive in the absence of SIG funds and that the uses are aligned with the interventions (supplement not supplant).

By signing below, it indicates the individual has read and agrees to follow all of the assurances.

LEA Superintendent or Designee

Date

Requirement 5: School Needs Analysis, Goals, and Performance Targets

For each priority and/ or focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that includes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Requirement 5A):

NDE requires that any LEA applying for the School Improvement Grant 1003(g) must perform a current needs assessment, facilitated by an external provider, to analyze the needs of each eligible Priority and / or Focus School. The LEA must include the following in each school's needs analysis description:

- a) Explanation the processes and tools utilized in conducting the needs assessment, and the level and type of involvement of school stakeholders (including external partners, LEA administrators, school staff, students, parents, community members, etc.);
- b) The percent of students scoring proficient in Reading/ Language Arts and Mathematics (LEAs must consider both overall school and subgroup achievement) using the most current available proficiency / achievement data;
- c) Trend data for both Reading/Language Arts and Mathematics (LEAs must consider overall school and subgroup achievement) using the most current available proficiency / achievement data. School-level data informing the needs assessment should include, but is not limited to, student achievement data, classroom observations, surveys, principal/ teacher evaluations, family and community engagement data, professional development data and program data ;
- d) Demographic / subgroup information relevant to the school's achievement in (at minimum) Reading/Language Arts and Mathematics for students with special needs, English learners, and students receiving free or reduced lunch (FRL);
- e) Contextual data for the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);
- f) Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);
- g) Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround, Transformation, Evidence-Based Whole School Reform, and Early Learning models, administrator education, experience, and performance evaluations).

Insert narrative here for Requirement 5A:

Requirement 5B):

Based on the thorough analysis of the above data, the LEA must select, design, and implement interventions consistent with the final federal requirements for the school intervention model chosen:

- a) Identify the needs in each school and prioritize to determine the top primary concerns and root causes to be addressed immediately. Conclusions are based on analyzed data, observations and findings;
- b) Identify the performance targets for each school are identified for math and reading/ELA, as well as graduation rates (if applicable) for each year of proposed SIG funding;
- c) Measure progress on the leading indicators as defined in the final SIG requirements; and
- d) Ensure the performance targets:
 - i. are aligned to the Priority or Focus school exit criteria; and
 - ii. are aligned to needs assessment findings; and
 - iii. are likely to substantially raise student achievement each year
- e) The LEA effectively demonstrates that it has or will have a comprehensive evaluation system in place to assess and monitor the overall performance of the school over time in implementing the selected model;
- f) The LEA has described the process to ensure fidelity to the evaluation timeline and the review of data to monitor progress;
- g) The LEA describes the plan to make mid-course corrections to modify strategies and/or action steps if data does not indicate targets have been met.

Use the template format in the example below to respond to requirement 5B for each of the SIG annual performance targets.

EXAMPLE: Goal 1: *The graduation rate will increase annually at (blank) HS.*

Objective 1.1 – *Increase the high school graduation rate from XX% (Class of 2016) to XX% (Class of 2021), as measured by the Adjusted Cohort Graduation Rate (ACGR). This translates into the following annual targets:*

Data availability: Preliminary data available in August; final data in December

Baseline (2015-16)	Planning Yr. Target (2016-17)	Year 1 Target (2017-18)	Year 2 Target (2018-19)	Year 3 Target (2019-20)	Sustain Yr. Target (2020-21)
	Actual	Actual	Actual	Actual	Actual

GOAL/OBJECTIVE TEMPLATE INSTRUCTIONS:

- Complete the baseline data and targets for the five years of the sub-grant. Leave the “actual” cells blank on the application: these will be used to track progress toward goals as data become available during each school year.
- You are encouraged to include goals that have multiple performance targets within a school year, ideally multiple goals that can be reviewed quarterly.
- There may be multiple objectives associated with each goal. In the example above, the narrative for objective 1.1 is related specifically to the overall graduation rate; additional objectives could relate to credit sufficiency, EOC passage, etc.
- Your goals must include targets related to each state-mandated assessments for math and ELA, at minimum (e.g. SBAC content area targets for ES and MS; EOC, and ACT targets for HS). High schools must include goals related to credit sufficiency and graduation rates.

Insert narrative here for Requirement 5B:

Requirement 6: Intervention Model (USDOE LEA Requirements 3, 11, 16, 17)

FOR ALL MODELS:

The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure model, transformation model, evidence-based whole school reform model, early learning model.

The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the specific intervention model(s) selected for its eligible schools. LEAs must include the following information:

- a. Identify the chosen intervention model and provide the rationale for selection
- b. Describe how the LEA will implement with fidelity each requirement associated with the specific intervention model selected for each eligible schools
- c. Describe how the LEA will successfully implement and monitor each requirement of the intervention model
- d. Describe any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models
- e. Provide a detailed timeline for implementation of the intervention model chosen for each school the LEA intends to serve

Pursuant to the ILT requirements (below) and the NDE Theory of Action, SIG resources will be used to support Professional Learning Community activities at the school, including but not limited to: pay for time for PLC team meetings, facilitation, coaching, and / or training in areas including effective formative assessment practices, using data to inform instruction, and the principles of collaboration.

- f. Describe how SIG resources will support PLC activities at the school, or if PLC activities are describe elsewhere in the plan, please provide a reference to the requirement narrative and page number.
- g. LEAs selecting the turnaround or transformation model must include increased learning time. Describe how you will include all three elements of ILT in your SIG Turnaround Plan.

Increased Learning Time (ILT): Federal SIG requirements for ILT align with NDE’s Theory of Action for Underperforming Schools. Pursuant to the [ILT FAQ addendum](#) published by the USDOE, SIG schools MUST “*significantly increase the total number of school hours so as to include additional time*

1. *for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, **arts**, history, and geography;*
2. *for instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as [**fine and performing arts**], physical education, service learning, and experiential and work-based learning opportunities; and*
3. *for teachers to collaborate, plan, and engage in professional development within and across grades and subjects” [ensuring adequate time is dedicated to support professional learning community activities is a Nevada ILT requirement]*

[Insert the completed [intervention checklist](#) for your chosen model here]

Insert narrative here for Requirement 6:

Requirement 7: Resource Alignment

The LEA must describe actions it has taken, or will take, to align other resources (i.e. braid district, community, state and federal resources) with the selected intervention. The narrative must include:

- a) Provide a list of financial resources (over the life of the grant) that will help support the SIG intervention. For example, the application discusses how the LEA will combine existing funding resources, such as Title I, Part A Basic funds, Title I (1003a), Title II, Title III, 21st CCLC (if applicable), Early Childhood Education state funding (if applicable), state general and categorical funding, etc., with SIG funding
- b) A description of how each of the financial resources listed above will support the goals of the school reform effort in the improvement plan
- c) A description of how personnel from the LEA, external partners, and community stakeholders will coordinate to support student achievement and reform (e.g. curriculum coordinators responsible for reading/language arts and mathematics, assessment, ESL/Title III services, Title I, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel necessary to meet the specific needs of the school.

Insert narrative here for Requirement 7:

Requirement 8: Willingness to Make or Change Policies & Procedures

The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively. For example, lines of LEA accountability must be clearly articulated so schools aren't subject to multiple layers of management and/or redundancies.

The LEA SIG Application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications must include the following:

- a. A list of practices and/or policies that may serve as barriers to successful implementation
- b. Proposed steps to modify identified practices and/or policies to minimize barriers
- c. A procedure in place to identify and resolve future issues related to practices and/or policies
- d. Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, bargaining units, administrators, school board)
- e. Schools and districts are encouraged to provide financial incentives to teachers and other staff for working in a SIG / priority school and / or for meeting school performance objectives. Describe what performance incentives SIG funds will support within the school's plan.

NOTE: The district is expected to work with employee associations / bargaining units to implement changes or flexibilities to collective bargaining agreements, if necessary, to implement the SIG intervention with fidelity.

Insert narrative here for Requirement 8:

Requirement 9: LEA's Oversight and Support

The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office, identifying roles, accountabilities, oversight and review processes, etc.).

The LEA must identify how it will provide adequate and ongoing oversight and support to each Priority and Focus School identified in the LEAs application. The description must include the following information on how the LEA will successfully implement the school intervention model. The District Superintendent (or designee) will provide direct guidance and support to the school principal no less than quarterly (every 90-days). The SIG application must include benchmarks within each 90-day period to ensure accountability and to create opportunities to pivot or persevere as needed:

- a. Describe how the (at minimum) 90-day leadership guidance / support process will be implemented including frequency and format;
- b. Specifically identify which district personnel and / or external provider will support the school principal and leadership team through this process by their role(s), and
- c. Describe which leading indicator benchmarks will be evaluated during the 90-day cycles
- d. Describe how the LEA will evaluate the effectiveness of the reform strategies being implemented beyond the 90-day benchmarks

- e. Describe how the LEA will monitor student achievement by individual teacher/classrooms
- f. Describe the monitoring strategies the LEA will use to monitor the implementation of each requirement of the selected intervention model. (Note: Use the model checklists provided as a guide for monitoring required elements needed)

Insert narrative here for Requirement 9:

Requirement 10: Sustainability

The LEA must describe how it will sustain the reforms after the funding period ends.

The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements achieved through the SIG process when the funding period ends. Competitive applications include the following:

- a. The LEA clearly delineates what specific capacity is being built through this grant; outlining what this capacity looks like; and summarizing how it will sustain continuous improvement;
- b. A list of the ongoing supports needed to sustain school improvement after funding period ends;
- c. A description of the anticipated local, state, and/or federal resources that will be committed to meet the needs identified above and support continued implementation of the model(s) chosen.

Insert narrative here for Requirement 10:

Requirement 11: Rural Flexibility

LEAs that propose to modify one element of the Turnaround or Transformation model must describe how they will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model.

Currently, there are no SIG-eligible Nevada Priority schools that are also eligible for services under Title VI part B subpart 1 or 2 (Rural Education Assistance Program). However, there are SIG-eligible Focus schools in LEAs that qualify for services under REAP.

The Nevada LEAs that are both:

- a) eligible for services under the Rural Education Assistance Program (REAP);
- b) have SIG-eligible Focus schools are:
- c) Churchill, Elko, Humboldt, Lincoln, Nye, Pershing, and White Pine counties.

The description must include the following information:

- Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify
- LEA's rationale for the need to modify the element identified given constraints that are specific to their rural school district

NOTE: If an LEA that is eligible for services under REAP selects the Early Learning Model, it cannot modify the requirement that the principal who led the school prior to the implementation of the model must be replaced.

Insert narrative here for Requirement 11:

Requirement 12: Intervention Timeline

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

The LEA provides a detailed and comprehensive timeline delineating the following during each of the implementation and sustainability years of the SIG process:

- Intervention tasks, milestones, and benchmarks
- Sustainability tasks, milestones, and benchmarks
- Specific persons / positions accountable for specific duties

Insert narrative here for Requirement 12:

SIG BUDGET NARRATIVE GUIDANCE

A strong budget narrative can help sell your proposal as well as prevent any misunderstanding, plus it helps reviewers determine if the amount you are requesting is reasonable and accurate. Therefore the NDE is requiring that the following format be used:

- Budget narratives should explain every line item that appears on the budget form that contains a dollar figure. Salary and benefit line items, for example, should explain the annual salary for the position(s) of the people working on the project, their required experience or education, the percentage of their time they will spend on the project, and the percentage of fringe benefits that corresponds to the salary amount requested.
- In addition, each item included in the Budget narrative must be linked within the narrative to the planning activities or the chosen model(s), as applicable.
- To illustrate, here is a [sample](#) personnel segment that the NDE would like to see in the budget:

Project Director (1.0 FTE) \$50,000

The project director will have oversight of the chosen intervention model(s). Duties include, but are not limited to, supervision, recruitment, and training of the implementation specialists, onsite monitoring of the plan, including monthly benchmark analysis and NDE site visits. At a minimum, this position requires a master's degree with an emphasis in social work or other related field.

Implementation Specialists (2 @ 1.0 FTE) (2 x \$35,000) = \$70,000

Two implementation specialists will be responsible for day-to-day school/community outreach activities as they are related to the intervention model. Implementation specialists will be responsible for coordinating and/or providing all professional development based on identified school needs as related to the chosen model. At a minimum, staff will hold a bachelor's degree (or equivalent) in the social services field.

Staff Assistant (1.0 FTE) \$25,000

The staff assistant will perform all clerical duties for the project staff. This position requires a high school diploma or equivalent.

Here are sample fringe benefits examples for the same proposal:

Happy Days School District will pay 100% medical, dental, vision, life, and disability for fulltime employees and is calculated at .25% of annual salary. The calculations are as follows:

Program Director (\$50,000 x .25) = \$12,5000

(2) Implementation Specialists (\$70,000 x .25) = \$17,500

Staff Assistant (\$25,000 x .25) = \$6,250

If you are purchasing equipment, it is helpful to indicate where the cost for the equipment originated. This might be a website, for example, or from a vendor quote. Again, let the reviewers know that these numbers are actual numbers provided by a reputable source.

BUDGET/EXPENDITURE SUMMARY

School Improvement Grants - Section 1003(g)

Applicant Name: _____ Fiscal Year: _____

Budget Amendment _____ Number _____ Report of Expenditures _____ Planning _____

Implement Year 1 Implement Year 2 _____ Implement Year 3 _____ Sustain _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits			
300	Purchased Professional/Technical Services			
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies: Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Other (820, 830)			
	Total 800			
Subtotal 100 - 600 & 800				
** Approved Indirect Costs	Rate: _____ %			
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				

Signature: _____ **Date:** _____
District Superintendent or Authorized Individual

* All Items of Higher Value must be itemized in the Supplemental Schedule

** Indirect Cost Rates must be approved by the Nevada Department of Education before the sub-grantee may budget for and charge those costs to the grant.

SUPPLEMENTAL SCHEDULE

School Improvement Grant - Section 1003(g)

Applicant Name: _____ Fiscal Year: _____

Planning ___ Implement Year 1 ___ Implement Year 2 ___ Implement Year 3 ___ Sustain ___

A - Object Code	B - Title of Position or Description of Item	C - FTE	D - Qty.	E - Unit Amount / Calculations	F - Total Amount
100	PERSONNEL:				
	NARRATIVE:				
200	BENEFITS:				
	NARRATIVE:				
300	PURCHASED PROF. SERVICES				
	NARRATIVE:				
400	PURCHASED PROPERTY SERVICES:				
	NARRATIVE:				
500	OTHER PURCHASED SERVICES (Staff Travel):				
	NARRATIVE:				
600	SUPPLIES:				

A - Object Code	B - Title of Position or Description of Item	C - FTE	D - Qty.	E - Unit Amount / Calculations	F - Total Amount
	NARRATIVE:				
800	OTHER OBJECTS:				
	NARRATIVE:				
Subtotal Objects 100 – 600 & 800					
Approved Indirect Cost	Rate: _____ x Subtotal Above				
700	EQUIPMENT:				
	NARRATIVE:				
GRAND TOTAL					