



Fiscal Year 2013

District Level School Improvement Grant Application (LEA)

**Title I School
Improvement Grant**

ESEA 1003(g)

CFDA Number 84.377A

**Early Childhood
Special Education
and Title Services**

**APPLICATION
KANSAS STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT FUND 1003(g)**

2013-2014

PART II: DISTRICT INFORMATION

USD Name and Number	
Name and Title of District Contact for Grant Application	
Address	Telephone Number
City	Zip Code
E-mail Address	Fax
Amount Requested	
Authorized District Signature	Date
SEA Approval/Date	Amount Awarded

Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel
120 SE 10th Ave.
Topeka, KS 66612
(785) 296-4955

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

Overview

Purpose:

The School Improvement Grants under the Elementary and Secondary Educational Act (ESEA) are grants awarded to State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) for assisting their Title I schools identified as Priority under the new ESEA Flexibility guidance from the Department of Education (DOE). The Kansas State Department of Education (KSDE) will ensure the funds will be granted to those schools that demonstrate the greatest need, have the strongest commitment toward providing the resources necessary to raise substantially the achievement of their students to make adequate yearly progress, and exit Priority status.

Eligible Schools and Districts:

Districts that have schools identified as Priority and are requesting funds should utilize this application. All Priority schools have a school improvement plan on file that has been reviewed and approved by the KSDE. Priority schools will be expected to update their plan when applying for new school improvement funds.

Eligibility Criteria

The School Improvement Grant (SIG) Section 1003 (g) Amended Final Requirements and Guidance published in the Federal Register in January 2010 (attached as Appendix 14), states that school improvement funds are to be focused on persistently lowest-achieving schools. As identified by the Local Education Agency (LEA) as a school(s) served as Priority schools, the LEA must implement one of the four school intervention models: Turnaround Model, Restart Model, School Closure, or Transformation Model.

Kansas has an approved ESEA Flexibility Waiver that allows KSDE to identify Priority Schools eligible for the 1003g School Improvement Grant. KSDE no longer identifies Tier I, II, and III schools.

Selection of a Model

For each Priority School that the LEA commits to serve, the LEA must demonstrate that –

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Intervention Model Selection Rubrics, which is in Appendix 8, should be used by the district when selecting a model. In the LEA application the district will be asked to provide answers to specific questions about the model they have selected.

Turnaround Model

The following information comes from Guidance from School Improvement Grants on Turnaround Models.

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, Screen all existing staff and rehire no more than 50 percent; and
 - Select new staff;
- (2) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (3) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (4) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (5) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (6) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (7) Establish schedules and implement strategies that provide increased learning time; and
- (8) Provide appropriate social-emotional and community-oriented services and supports for students.

Restart Model

The following information comes from Guidance from School Improvement Grants on Restart Model.

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

- A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.
- An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.

School Closure Model

The following information comes from Guidance from School Improvement Grants on School Closure.

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Transformation Model

The following information comes from Guidance from School Improvement Grants on Transformational Model.

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and

ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

- Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model

Additional Requirements When Adopting a Model

Capacity:

The LEA must demonstrate the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the application.

Goal Setting and Reporting:

An LEA must set annual goals for student achievement related to their results on the Kansas assessments (i.e., reading/language arts and mathematics).

The annual goals for the LEA need to be approved by the State Educational Agency.

For each identified Priority school the state will report the following:

- identity of the school;
- the interventions adopted; and,
- amount of funding awarded.

In addition,

- Achievement measures must be reported annually (i.e., improvements in student performance) and leading indicators (e.g., student and teacher attendance rates) for each identified Priority school.
- Funding awards for years two and three will be determined from data received from the LEA receiving funding in year one. This renewal, if extended, will be through a waiver based on availability within a set period of time.

Evaluation Criteria:

The actions listed are required by the LEA and must be completed prior to submitting the application for a School Improvement Grant.

Based on the analysis of the Priority school(s) the LEA will:

- a) Describe the need for each school identified and what interventions have been selected for each school.
- b) Describe how capacity was determined.
- c) Describe how the LEA plans to use school improvement funds to provide adequate resources and related support to each Priority school(s) identified in the application in order to implement, fully and effectively, the selected intervention in each of those schools.
- d) Include a budget to sufficiently implement the funds for the selected interventions named in each Priority school(s) as identified in the application.

The Role of the SEA:

- 1) Identify Priority schools;
- 2) Establish criteria to evaluate the quality of applications;
- 3) Analyze the needs and selected intervention(s) for each Priority school(s) identified in the LEA application;
 - a. demonstrated their capacity to use the funds to provide adequate resources and
 - b. to support each Priority school identified in the application in order to implement fully and effectively the selected intervention in each school; and
 - c. developed a budget with sufficient funds to implement the selected interventions fully and effectively in each Priority school identified in their applications
- 4) Establish criteria to assess LEA commitment to:
 - a. design and implement the interventions; recruit, screen, and select external providers, if applicable, to ensure their quality;
 - b. align other resources with the interventions;
 - c. modify their practices or policies, if necessary, to be able to implement the interventions fully and effectively; and
 - d. sustain the reforms after the funding period ends.

- 5) Award SIG funds to eligible LEAs in amounts of sufficient size and scope to implement the selected interventions;
- 6) Monitor LEA implementation of the selected interventions.
- 7) Hold each LEA accountable annually for meeting, or making progress toward meeting, student achievement goals and leading indicators in each Priority school.
- 8) Post on its Web site, within 30 days of awarding SIG grants, all final LEA applications and a summary of the grants.
- 9) Report school-level data on student achievement outcomes and leading indicators in Priority schools.

Waivers

To support effective implementation, the State may award an LEA a waiver to:

- 1) “Start over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- 2) Implement a school-wide program in a Priority school that does not meet the 40 percent poverty eligibility threshold.

**LEA GRANT APPLICATION
APPLICATION REQUIREMENTS**

The LEA application form that the Kansas State Department of Education uses must contain, at a minimum, the information set forth below.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.					
An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.					
		Intervention Model			
School Name:	NCES ID #	Turnaround	Restart	Closure	Transformation

Refer to Appendix 14 for more information on the grant requirements and general information.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.

(1) For each priority 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, and selected interventions for each school aligned to the needs each school has identified.

Data Analysis: Write a brief summary of the school’s data analysis results/findings. Sources include, but are not limited to, KLN District Needs Assessment, Innovation Configuration Matrix, School Leading Lagging Metrics Report, District and School Report Cards, including AMO data of subgroup populations, and locally determined data sources.

Include the following data types:

Achievement Data

Perception Data

Contextual Data (school processes/ programs)

Demographic Data (including ELLs, Students with Disabilities and other subgroup populations)

Prescriptive Root Cause Analysis: Based on the school’s data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model. Examine data in the following areas and indicate root causes for each.

- ✓ Administrators and teachers
- ✓ Curriculum and materials
- ✓ Master schedule, classroom schedules and classroom management/discipline
- ✓ Student and parents

Using the needs assessment results, select the Appropriate Intervention Model, elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model. Refer to Appendix 8, School Intervention Model Selection Rubrics.

Model that Supports School: Describe why the model will be an appropriate fit for the school.

Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity,

Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at <http://www.kansasmstss.org/resources> The ICM can also be found in Appendix 5.

Strengths and Weaknesses: Discuss the **strengths and weaknesses** identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.

(2) The LEA must ensure that each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Describe the process for ensuring that each priority school identified in the grant application would receive all of the State and funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

(3) The LEA must describe the actions it has taken, or will take, in regard to capacity, interventions consistent with the final requirements, how it will recruit, screen and select external providers, modify its policies and practices and sustain the reforms when the funding period ends.

Capacity Index

Each LEA must complete a self-analysis of the capacity it can provide to assist the lowest performing schools in the implementation of the selected intervention model. This will be determined utilizing a scale of 1 to 3 ranking from (1),poor (2) satisfactory and (3) commendable for the following criteria. Provide further evidence where a “3” is marked.

Criteria	Poor 1 Point	Satisfactory 2 Points	Commendable 3 Points	Points Earned
Prior KLN Interventions	Entered KLN as Cohort 1 or 2.	Entered KLN as Cohorts 3-5	Entered KLN in 2012-2103 with Priority School(s)	.
Title I Monitoring Results	Findings in areas requiring a repayment of funds	Findings in areas noted – repayment of funds not required	No Findings in the Fiscal area	
LEA Overall Achievement Ranking	Bottom 5% = 19 districts	Middle 70% = 272 districts	TOP 25% = 97 districts	
Approval of District Action Plan by SEA	Not approved by the SEA.	Approved by the SEA with revisions.	Approved by the SEA without revisions.	
In each LEA, Percentage of Title I Schools that Met the Achievement AMO.	0-51% of Title I schools met Achievement AMO.	51-75% of Title I schools met Achievement AMO.	76-100% of Title I schools met Achievement AMO.	
Development of Tiered Intervention Model, like MTSS	The school has not yet begun to address the practice of a tiered intervention model, like MTSS, or an effort has been made to address the practice of	A critical mass of staff has begun to engage a tiered intervention model, like MTSS. Members are being asked to modify their thinking as well as their	The practice of a tiered intervention model, like MTSS, is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is	

	tiered instruction but has not yet begun to impact a critical mass of staff members.	traditional practice. Structural changes are being met to support the transition.	deeply internalized and staff would resist attempts to abandon the practice.	
Development of Schools as Professional Learning Communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	
Identification of District Leadership Team and Assignment of Responsibilities	No district leadership team, or identified personnel, have been assigned for monitoring implementation.	Lacks specific identification of personnel and roles and responsibilities for the district leadership team and for monitoring implementation.	A specific district leadership team is identified with specific roles and responsibilities identified. One or more persons are assigned for monitoring implementation	
Building Leadership Team	Building leadership team members are identified on the district and school level, but little evidence is produced to document	Building leadership team members are identified on the district and school level and evidence is produced to document	Building leadership team members are identified on the district and school level and include a wide range of stakeholders	

	whether the requirements of the ESEA Flexibility Waiver have been met.	whether the requirements of the ESEA Flexibility Waiver have been met.	(e.g., families, representatives of institutions of higher education; representatives of educational service centers or external providers. Evidence is produced to document whether the requirements of the ESEA Flexibility Waiver have been met.	
Budget Analysis	The LEA has little or no capacity to support the selected intervention model and there is little or no analysis of state and federal funds.	The LEA has some capacity to support the selected intervention model with a budget that does some analysis and examination of state and federal funds utilized in the building.	The LEA has the capacity to support the selected intervention model with a detailed budget analysis, examining all state and federal funds utilized in the building.	
Sustainability Plan	No sustainability plan exists or the plan is not likely to sustain SIG efforts.	Plan is likely to sustain some SIG efforts.	Plan is likely to sustain most SIG efforts.	
			Total Points	

Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model. (Using the appropriate table for model selected – complete only one chart.)

Turnaround Model Requirements: Refer to Appendix 14

(Fill out this box ONLY if you are choosing the Turnaround Model.)

<i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i>	
<p>A. Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</p>	
<p>B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,</p> <ol style="list-style-type: none"> 1) Screen all existing staff and rehire no more than 50 percent; and 2) Select new staff; 	
<p>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</p>	
<p>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	

<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p>	
<p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p>	
<p>G. Promote the continuous use of student data (such as from formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p>	
<p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p>	
<p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

Restart Model Requirements: Refer to Appendix 14.

(Fill out this box ONLY if you are choosing the Restart Model.)

<p><i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i></p>	
<p>A. The LEA creates a “rigorous review process” and examines prospective restart operator’s reform plans and strategies. The prospective operator demonstrates that its strategies are</p>	

research-based and that it has the capacity to implement the strategies it is proposing.	
B. The LEA allows former students, within the grades it serves, to attend the schools.	
C. The LEA requires all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, and other commitments related to academic performance.	
D. The LEA provides the operator with considerable flexibility, not only with respect to the school improvement activities it will undertake, but with respect to the type of program it will offer.	
E. The LEA includes accountability agreements for meeting final requirements with the operator and can terminate the contract if performance measures are not met.	
F. The LEA reviews and meets fee and service requirements as defined by guidance in grant.	

Closure Model Requirements: Refer to Appendix 14.

(Fill out this box ONLY if you are choosing the Closure Model.)

<i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i>	
A. Families and Communities are engaged by the LEA in the process of selecting the appropriate school improvement model. The data and reasons to support the decisions to	

<p>close the school are shared with families and the school community and they have a voice in exploring quality options.</p>	
<p>B. The families and communities are allowed to help plan for a smooth transition for students and their families at the receiving schools.</p>	
<p>C. The LEA determines whether higher-achieving schools are within reasonable proximity to the closed school and whether any students are unduly inconvenienced by having to travel to the new location.</p>	
<p>D. Leadership will devise a school closure plan to address all Kansas Learning Network Correlates (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development). The plan would include:</p> <ul style="list-style-type: none"> ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication ✓ Special Education Issues ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Safety and Security Considerations. ✓ Communication with state 	

Transformation Model Requirements: Refer to Appendix 14.

(Fill out this box ONLY if you are choosing the Transformation Model.)

<p><i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed under the numbered strategies.</i></p>	
<p>(1) Developing and increasing teacher and school leader effectiveness.</p> <p>(Required Activities)</p>	
<p>A. Replace the principal who led the school prior to commencement of the transformation model; (Note: USDE will accept 2 years of previous experience if the transformation has begun.)</p>	
<p>B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>3) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>4) Are designed and developed with teacher and principal involvement;</p>	
<p>C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and HS graduation rates and identify and remove those who, after ample</p>	

opportunities have been provided for them to improve their professional practice, have not done so;	
D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and	
E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	
(2) Comprehensive instructional reform strategies. (Required Activities)	
A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and	
B. Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	
(3) Increasing learning time and creating community-oriented schools. (Required Activities)	
A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and	
B. Provide ongoing mechanisms for family and community engagement.	

(4) Providing operational flexibility and sustained support. (Required Activities)	
A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and	
B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	

Describe the actions the school will take to recruit, screen and select external providers, if applicable, to ensure their quality.

Answer the following key questions for each external provider selected. You may also refer to the *External Provider Toolkit*, Appendix 15. This document will provide you with the questions and rubric KSDE will use in evaluating the application. Address the following questions for all external providers. See the formatting example in number one.

1. Does the provider commit to achieving measurable performance goals and benchmarks, and what have the results been?
 - (Provider 1 narrative)
 - (Provider 2 narrative)
2. What evidence does the external provider have that its actions produce the desired results?
3. How does the provider measure its program's effectiveness?
4. How has the provider integrated its services with those of other providers in the past?
5. How has the provider communicated with appropriate district and school personnel in the past?
6. Are the external provider's services reasonably priced and cost-effective, and do they diminish over time?
7. Is the provider's model financially viable?
8. Does the provider's model of change align with the district's school improvement strategy?
9. What are the underlying principles of the model?

10. Do the provider's performance goals and benchmarks align with the district's goals for its school(s)?
11. Does the external provider have a clear understanding of the needs of the district's school(s) and have the ability to meet those needs? How has the provider "learned" those needs? Is the provider willing to work with the district's school improvement initiatives?
12. Does the provider have a plan for integrating its services with those of the district and school as well as other providers at your school(s)?
13. Has the district's school improvement strategy changed in response to data? If so, is the provider's model of change still aligned with the district's school improvement strategy?
14. Is the provider meeting its stated performance goals and benchmarks?
15. Are the provider's services having measurable effects?
16. Is the provider successfully integrating its services with those of the school and district, as well as other providers?
17. Is the provider staying within its projected budget, i.e. have the costs per task AND overall costs for the contract stayed within budget?

Describe how the school will modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Examples include changes to increase learning time, provide flexibility, provide staff rewards and incentives, school reorganization, parent involvement, etc.

Describe how the school will sustain the reforms after the funding period ends.

The LEA must complete, as much as possible, the sustainability index and attach to the LEA School Improvement Grant Application. The Sustainability Index can be found in Appendix 10. The Sustainability Index will be resubmitted, along with the Leading Lagging Indicator Report, twice annually for the life of the grant.

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

Implementation Steps	SEA Timeline	LEA Timeline and Explanation
<p><u>EXPLORATION AND ADOPTION</u> Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools</p> <p>1. Achievement Data</p> <ul style="list-style-type: none"> ▪ School Leading Indicator ▪ Report ▪ School AMO Data ▪ School Report Card Data <p>2. Perception Data</p> <ul style="list-style-type: none"> ▪ Contextual (school processes/ programs) <p>3. Demographic Data</p> <p>Selection of Model</p> <ul style="list-style-type: none"> ▪ School Improvement Model Selection Rubrics <p>Capacity and Commitment of District</p> <ul style="list-style-type: none"> ▪ Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts ▪ LEA Capacity Index ▪ Sustainability Index <p>Budget Review & Negotiation</p> <p>Approval of LEA Application by KSDE</p>	<p>SEA grant application is submitted November 2013.</p> <p>LEAs with Priority schools will receive notification of SIG eligibility.</p> <p>SEA grant application and LEA grant application is approved in January 2014.</p> <p>LEA grant application is distributed in February 2014.</p> <p>KSDE offers technical assistance to LEAs on grant competition in February and March 2014.</p> <p>LEA grants due March 14, 2013.</p> <p>LEA grants evaluated and technical assistance conference calls March – April 2014.</p> <p>LEA grants awarded at KSDE Board of Education meeting April 2013.</p>	
<p>*Program Installation and Initial Implementation –</p> <p><u>PRE-IMPLEMENTATION</u> Family and Community Engagement Meetings</p> <p>Rigorous Review of External</p>	<p>Funds available to LEAs in April 9, 2014.</p> <p>Pre-Implementation activities begin at school site in April 2014.</p>	

<p>Providers</p> <p>Staffing</p> <p>Instructional Programs (remediation and enrichment programs begin)</p> <p>Professional Development</p> <p>Aligning Accountability Measures for Reporting</p> <p>(*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, Section J.)</p>		
<p><u>FULL OPERATION</u></p> <p>SIG orientation with all stakeholders, including staff, students and families.</p> <p>Continuation of Professional Development Activities</p> <p>Continuation of Family and Community Orientation Sessions on School Changes</p> <p>Technical assistance monitoring by KSDE staff</p>	<p>August 2014</p> <p>August 2014 – May 2017</p> <p>August 2014 – May 2017</p> <p>August 2014 – May 2017</p>	
<p><u>INNOVATION</u></p> <p>Analysis of Yearly Data</p> <p>Continuous implementation of the School Action Plan using KansaStar.</p> <p>Full implementation of all requirements in the chosen model, including family and community engagement.</p>	<p>June 2014 – May 2017</p> <p>August 2014 – May 2017</p> <p>August 2014 – May 2017</p>	

Continuation of staff professional development.	August 2014 – May 2017	
Successful completion of two KSDE monitoring visits per year.	August 2014 – May 2017	
<u>SUSTAINABILITY</u>		
Modify practices and policies to more fully and effectively implement interventions.	August 2014 – May 2017	
Align other resources with interventions.	August 2014 – May 2017	
Completion of Sustainability Plan.	August 2014 – May 2017	

(5) The LEA must describe how it will monitor each Priority school that receives school improvement funds.

Establish annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics.

The LEA must describe how it will measure progress on the leading indicators as defined in the final requirements, in order to monitor its Priority schools. Additional goals may be provided based on the root cause analysis findings.

(6) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of schools improvement models in its Priority schools.

Describe how the LEA has, or will, consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority schools;
- Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA’s application.
- The LEA must include a budget and budget narrative to support each line item.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year must be a minimum of \$50,000 and may not exceed \$2,000,000 per school per year it commits to serve or no less than \$150,000 and no more than \$6,000,000 over three years.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR MARCH 1, 2014 TO JUNE 30, 2014**

Pre-Implementation

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Refer to the Grant Timeline to ensure congruency with budget recommendations.

Provide a written explanation for each proposed expenditure.

1000 Instruction	Explanation:
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	

Refer to the Grant Timeline to ensure congruency with budget recommendations.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2014 TO JUNE 30, 2015**

Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Refer to the Grant Timeline to ensure congruency with budget recommendations.

Provide a written explanation for each proposed expenditure.

1000 Instruction		Explanation:
100	Personnel Services—Salaries	
200	Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies and Materials	
700	Property	
2000 Support Services		
2100	Support Services—Students	
2200	Support Services—Instructional Staff	
2300	Support Services (General Administration)	
2329	Other Executive Administration Services	
2400	Support Services	
2700	Student Transportation Services	
3000 Non-Instructional Services		
3300	Community Services Operations	
3400	Student Activities	

Refer to the Grant Timeline to ensure congruency with budget recommendations.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2015 TO JUNE 30, 2016**

Year 2

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Refer to the Grant Timeline to ensure congruency with budget recommendations.

Provide a written explanation for each proposed expenditure.

1000 Instruction	Explanation:
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	

Refer to the Grant Timeline to ensure congruency with budget recommendations.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2016 TO JUNE 30, 2017**

Year 3

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Refer to the Grant Timeline to ensure congruency with budget recommendations.

Provide a written explanation for each proposed expenditure.

1000 Instruction		Explanation:
100	Personnel Services—Salaries	
200	Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies and Materials	
700	Property	
2000 Support Services		
2100	Support Services—Students	
2200	Support Services—Instructional Staff	
2300	Support Services (General Administration)	
2329	Other Executive Administration Services	
2400	Support Services	
2700	Student Transportation Services	
3000 Non-Instructional Services		
3300	Community Services Operations	
3400	Student Activities	

Refer to the Grant Timeline to ensure congruency with budget recommendations.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will –

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- 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 school that it serves with school improvement funds,
- If it implements a restart model in a Priority 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;
- 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.
- 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.; and
- Report to the SEA the school-level data required under section III of the final requirements.

Continuation Awards Only: Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
TOTAL AMOUNT OF REMAINING FUNDS:			

School Improvement Grants (SIG) Program FY 2013 Assurances

By submitting this application, the SEA assures that it will do the following (check each box):

Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards¹ to its LEAs.

Use the renewal process identified in [State]'s most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.

Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, the Kansas State Department of Education agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 2).

¹ A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.