Application Tool

Please use the tool below to format your School Improvement grant applications. LEAs need only to submit one copy of this form and include responses on behalf of all affected identified schools. Further guidance on the use of these tools is included in the section above.

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| **I. School Improvement Funding: Applicant Information Form** | | | | | |
| LEA Name |  | | | | |
| Applicant Contact Person |  | | | | |
| Position |  | | | | |
| Email Address |  | | | | |
| Phone Number |  | | | | |
| **Master Strategy List:** Please provide a list of all strategies for which you have requested funding support and identify their associated implementation locations and total amount requested. Be careful to ensure that figures presented below match both the individual strategy applications as well as your budget document. | | | | | |
| Strategy Name | | SI Funding Stream | | Implementation School(s) | Total Requested |
|  | |  | |  | $ |
|  | |  | |  |  |
| **Total Funding Requested across All Streams** | | | | | $ |
| A district and its entities must provide the following assurances as part of the application for a School Improvement Grant.  The district must assure that it will:  1. Use its School Improvement Grant to implement, fully and effectively, an intervention in each school that the district commits to serve consistent with final requirements;  2. Establish annual goals for student achievement that on the State’s assessments in both reading/language arts and mathematics and measure progress on learning indicators in order to monitor each school that it serves with the School Improvement Grant, and establish goals (approved by RIDE) to hold accountable its school(s) that receive school improvement funds;  3. If it implements a restart model in a school, include in its contact or agreement terms the authority 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 a school has taken, as outlined in the approved SIG application, to sustain the reform efforts after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding;  6. Report to RIDE the school-level data required, including all relevant baseline data for the year prior to SIG implementation;  7. Ensure that each school that it commits to serve receives all of the state and local funds it would normally receive in the absence of these school improvement funds, as well as all other funds or resources that align with the proposed interventions.  8. Upon award, adhere to all funding deadlines outlined in a school’s Grant Award Notification.  The district agrees to these aforementioned assurances  \_\_\_\_\_\_\_ Yes  \_\_\_\_\_\_\_ No | | | | | |
| CAB Representative(s) printed names and Signature(s) for each CSI School | School Name | | CAB Representative Signature | | Principal Signature |
|  | |  | |  |
|  | |  | |  |
| Superintendent Signature |  | | | | |
| **II. Application Checklist** | | | | | |
| Required Component | File name (if not in main PDF) and/or Page Number in LEA application. | | | | |
| Applicant Information Form and LEA Assurances |  | | | | |
| LEA Theory of Action Narrative |  | | | | |
| LEA Theory of Action Logical Model |  | | | | |
| Budget Form |  | | | | |
| School Improvement Plan or School Redesign Plan for each CSI School |  | | | | |
| Strategy Specific Questions |  | | | | |
| Optional Attachments | | | | | |
| * Letters of support and/or MOA from partner agencies or CAB * Research papers supporting evidence tier of selected interventions * Articles/tools used to conduct needs assessments * Other information as elected by LEA | Indicate which have been submitted and their location within the application. | | | | |
|  | | | | |
| **III. LEA Plan** | | | | | |
| **LEA Priorities, Theory of Action, and Capacity** *please provide narrative below* | | | | | |
|  | | | | | |
| **Community and Family Involvement** *please provide narrative below* | | | | | |
|  | | | | | |
| **Need Identification and Intervention Selection** *please provide narrative below* | | | | | |
|  | | | | | |
| **Fund Monitoring** *please provide narrative below* | | | | | |
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| **IV. LEA Plan Logic Model** *please provide logic model below or in attached PDF.* |
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**V. Strategy Specific Questions**

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| --- | --- |
| **School Improvement Grants**  *Support, Implementation**and Dissemination* | |
| **Name of LEA** |  |
| **Participating School(s)** |  |
| **Which grants is funding this activity?** | * **Support** * **Innovation** * **Dissemination** |
| **Name of Strategy** |  |
| **Identified Need(s) and Rationale** |  |
| **Partners and/or Qualified Vendors** |  |
| **Evidenced-Based Research Summary** |  |
| **Time period of funding** |  |
| **Goals and Outcomes:** |  |
| **Resources:** |  |
| **Evaluation** |  |
| **Management Plan** |  |
| **Alignment to the SI Framework and LEA Theory of Action for School Improvement** |  |
| **How will the LEA provide oversight, coordination and support to participating schools?** |  |

**b. Redesign Implementation and Planning: Empowerment, Restart, Small Schools of Choice and LEA Designed Redesign**

|  |  |
| --- | --- |
| **School Redesign Grants**  *Empowerment, Restart, Small School Choice and LEA Designed Redesign* | |
| **Name of LEA** |  |
| **Name of School** |  |
| **Model Selected** | * **Empowerment** * **Restart** * **Small School Choice** * **LEA Designed Redesign** * **Redesign model TBD** |
| **Which grants is the LEA applying for on behalf of the selected school?** | * **Planning** * **Implementation** * **Both** |
| **Strategy Name** |  |
| **Which factors have led your school community to consider redesign?** |  |
| **Which redesign efforts or design challenges has your school engaged in or applied for (currently or within the last 3 years)? Describe your efforts. How will the project you are currently describing be an extension or departure from this work?** |  |
| **Which stakeholders in your school community have been engaged in discussing and crafting this application?**  ***If your school is requesting a planning grant to determine which model best suits the community*, please describe the process you will employ to achieve this goal.** |  |
| **For those requesting planning grants: Who will be involved in the planning stages and which activities will you take part in to ensure that your exploration process is rigorous and yields school-wide consensus on a future redesign strategy? What role will your local Community Advisory Board play?** |  |
| **A short description of the use of requested funds for each school considering redesign (What are you requesting to purchase and why is it necessary to the success of your grant?)** |  |
| *If your school community has already determined a Redesign model that is best suited to your school,* please respond to the following questions: | |
| **What excites your school community about this model and why you feel that this is the best fit for improving your school? *Please refer to your needs assessment and root cause analyses whenever possible.*** |  |
| **Describe the actions that the district and school have taken, or will take, to design and implement a plan consistent with the requirements of this model.**  **Describe the timeline for implementation including the dates by which you the applicant hopes to achieve core implementation and outcome goals.** |  |

**c. Redesign Implementation and Planning: Closure**

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| --- | --- |
| **School Redesign:**  **Planning and Implementation Grant**  *Closure* | |
| Name of LEA |  |
| Name of School |  |
| Strategy Name |  |
| Model Selected | **Closure** |
| Which grants is the LEA applying for on behalf of the selected school? | * Planning * Implementation * Both |
| Which factors have led your school community to consider closure? Whenever possible, please provide evidence from your needs assessment and root cause analysis. |  |
| Which stakeholders in your school community have been engaged in discussing and crafting this application? How have they been engaged and what have been the outcomes of your engagements? |  |
| *If your school is requesting a planning grant to determine if closure is the best model to support the students in your school*, please describe the process you will employ to achieve this goal.   OR  If your school is requesting implementation funding, please describe the process you will employ to ensure that the school is closed in a responsible manner which ensures that all students from the school community are provided with a better school option. |  |
| Provide a short description of how you will use grant funds to support closure planning or implementation. |  |

Evidence-Based Interventions in Federal Funding

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| --- | --- | --- | --- |
| Federal Program | Do LEAs submit research on evidence tier for RIDE to approve funds? | Are LEAs required to spend funds on evidence-based interventions? | Expectations for use of evidence-based practices (EBP) in this program  *(For specific questions, see your RIDE program specialist as outlined in your federal program document library in AcceleGrants.)* |
| Title IA | No | No - however, in order to receive funds, LEAs must comply with Sec. 1116 requirements | Under Sec. 1116, every LEA receiving Title I funds is required to annually evaluate the content and effectiveness of its written parent/family engagement policy. The LEA must use the results of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent/family engagement policy. |
| School Improvement (Title I – 1003) | Yes | Yes – part of the evaluation of funds application is the use of EBP and Tiers | All school improvement activities must be evidence-based at tiers 1-3. |
| Title II | No | Yes - LEAS must consider evidence-based research when selecting a strategy | PD programs must be Evidence-based with a minimum of one evidence-based research study that aligns with one of the Tiers (I-IV) for each intervention budgeted with Title II; documentation should be saved at the LEA level and be submitted by the LEA at the request of the SEA |
| Title III | No | No - Title III does not explicitly name EBP and tiers. | A related concept of *highest available level of evidence* is required for professional development. Also, Title III funds must support “effective” approaches, methodologies, and language instruction educational programs (LIEPs). The state and LEAS should consider “rigorous, relevant research” in determining effectiveness of LIEPs. |
| Title IVA | No | No | EBP are not required for every activity but are included in the law in 3 sections under safe and healthy students. Activities may include evidence-based (1) drug and violence prevention, (2) trauma-informed practices, (3) and strategies to reduce exclusionary discipline practices, if the State determines that such evidence is reasonably available. |
| 21st Century (Title IVB) | No | No | EBP are not strictly required, but the law includes language allowing for their use.  Subgrantees can include EBP in the initial 5-year application. If appropriate, program and activities shall be based on evidence-based research. |
| IDEA | No | No | Coordinated Early Intervening Services/CEIS for general education students K-12 and Specific Learning Disability Criteria use the NCLB language of “scientifically based” |