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**Request for Application (RFA) for**

**More Rigorous Intervention (MRI) Schools**

**Significantly Restructure & Redesign**

**Title I Sec.1003 [a]**

**Every Student Succeeds Act**

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| --- |
| **CFDA Number: 84.010A**  **Deadline to Submit RFA:**  **February 26, 2018** |

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| --- |
| *This is only a Request for Application (RFA) and does* ***NOT*** *constitute an award. Should this RFA result in an award, the LEA Superintendent/Charter Director, will be notified by an official award letter. Only upon receipt of an award letter, signed by Secretary Designate Ruszkowski may the LEA/charter school submit a Budget Adjustment Request (BAR).* |

**New Mexico Public Education Department**

**300 Don Gaspar Ave,**

**Santa Fe, NM**

**87501**

1. **Background**

Under New Mexico’s previously-approved ESEA waiver, the state committed to the following plan for chronically failing schools:

“If after four years of intervention there is not consistent and sustainable growth within a Priority School, or school with an overall grade of F, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school.”

At present, New Mexico has schools that fall under this legacy policy: Five elementary schools have earned four straight failing (F) ratings while another thirteen have earned three failing ratings (F) in the last four years. It cannot be ignored that schools in this category have failed generations of children[[1]](#footnote-1).

New Mexico has identified a total of four schools for More Rigorous Interventions (MRI), two schools that are chronically failing and have earned six continuous “F” grades since 2012 and two schools that have earned five continuous “F” grades since 2013. LEAs with identified chronically failing schools are required to select one of the following more rigorous interventions:

1. **Closure:** Close the school and enroll the students who attended that school in other schools in the surrounding area that are higher performing.
2. **Restart:** Close the school and reopen it under a charter school operator that has been selected through a rigorous state or local authorizer review process.
3. **Champion & Provide Choice:** Champion a range of choices in an open system that focuses on new approaches to learning; one that keeps the individual student(s) at the center of accessing options that best support their learning path. There must be clear evidence that choice has been championed for the impacted students.

Choices may include:

* public charter schools
* magnet schools
* private schools
* online learning
* homeschooling

1. **Significantly restructure and redesign the vision and systems at a school** including extending instructional time, significantly changing staffing to include only educators earning highly effective ratings and above, state-selected curriculum approaches, and/or personalized learning models for all students.

This option may also include a hybrid approach of the three options outlined above. The PED will approve all elements and sub-elements of the school’s plan.

1. **Purpose**

The primary purpose of the MRI Request for Application process is to provide LEAs with schools identified as MRI the opportunity to apply for additional funding through a competitive grant process to support participation in an evidence-based school improvement program or innovative school interventions. This may be in addition to or in support of state-sponsored programs funded via targeted investments.

LEAs may submit multiple applications in response to this RFA; however, **only separate and complete applications for each MRI school will be accepted.**

1. **Eligibility**

Grant funding is available to LEAs with state identified MRI Schools. LEAs are to submit **separate and complete applications for each MRI school in response to this RFA.**

A full list of MRI schools is available on the NM PED ESSA in New Mexico page:

<http://www.ped.state.nm.us/ped/ESSA.html>

1. **Project Period**

For applications, the full project period for this grant is three years. Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements.

|  |  |
| --- | --- |
| **Project Period Timeline** | |
| Applications Released by PED | December 5, 2017 |
| Letter of Intent Commitment due to PED (Appendix A) | January 26, 2018 |
| Applications Due to PED | February 26, 2018 |
| Announcement of Awards | March 2018 |
| Planning Period for LEA/Schools | March 2018 to June 30, 2018 |
| Year-One Implementation Period | July 1, 2018 to June 30, 2019 |
| Year-Two Implementation Period | July 1, 2019 to June 30, 2020 |
| Year-Three Implementation Period | July 1, 2020 to June 30, 2021 |

1. **Review and Approval**

PED will review the proposed MRI and either approve or deny the plan. If the plan is denied, PED reserves the right to select the MRI for the school.

If the district refuses to identify an MRI to participate in, the PED will select the MRI for the school.

**Proposal Requirements: Significantly Restructure and Redesign**

If the LEA selects the Significantly Restructure and Redesign the vision and systems at the school, they commit to:

1. **School Leadership**

**Recruiting and Sustaining High-Quality Personnel**

The LEA must develop and increase school leader effectiveness.

1. The LEA describes where and how they will recruit school leaders and how the LEA will differ from its standard recruitment practices to ensure the school is led by an effective leader with a track record of success in changing outcomes for students in struggling schools.
2. The LEA utilizes evidence-based practices for identifying strong leaders, including multiple points of knowledge and skills assessment.
3. The LEA describes the incentive plan for recruitment and timeline for hiring a school leader.
4. The LEAs plan includes a sequence of event and decision-making that is likely to produce a strong leader within the appropriate timeline.

**Leadership Hiring**

The LEA has a comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience, knowledge, and skills, capacity to do the work, and alignment with the vision for exceptional student achievement and success for all children in the school community.

The LEA describes:

1. The leadership competencies that are most important for the school to improve outcomes for students.
2. How the LEA will use competency-based interviews as a component of hiring.

The LEA must indicate its plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i-iii) cannot be placed at the school.

1. **Human Capital**

**Staff Hiring**

Provide additional compensation to attract and retain instructional staff with the skills necessary to meet the needs of the students in a transformation school.

The LEA describes:

1. The comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience, knowledge and skills, capacity to do the work, and alignment with the vision of exceptional student achievement and success for all children in the school community.
2. The hiring process that is based on the competencies critical to achieving the mission and vision of the school.
3. The compensation structure to attract and retain staff.
4. The process used to ensure that 100% of the staff are identified as Effective, Highly Effective, or Exemplary on NM TEACH.

**Professional Development**

The LEA describes:

1. How it will 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 to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
2. The frequency and duration of such professional development, including professional development on lesson study.
3. How common planning time has been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study.

If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

**Incentives**

The LEA describes how it will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school.

The LEA describes:

1. How it will include information on stipends for professional development, signing bonuses, and/or performance pay as a part of recruitment activities.
2. How they will implement performance pay for, at a minimum, ELA/reading and mathematics teachers in grades 3 – 12 based on PARCC learning gains.
3. A system for measuring changes in instructional practices resulting from professional development.
4. The monitoring and measurement system and how the LEA will work with the union (if applicable) to implement such a system.
5. The process the LEA will use to work with the union (if applicable) and the anticipated timelines for such negotiations.
6. **School Program**

The LEA details a comprehensive, explicit theory of action that supports a culture of achievement and will lead to greater results for children and provides a clearly articulated summary of the school’s plan that meaningfully links the work of staff, program, and community towards a common mission and vision.

**Mission, Vision, and Theory of Action**

The LEA must:

1. Develop a mission and vision that identifies the goals of the school community as well as the way in which those goals will be achieved.
2. Ensure that the philosophical and visionary components of the school plan are clearly identified in a condensed (no more than two pages) and accessible

format that can be easily reviewed and communicated by school stakeholders.

1. Clear emphasis is placed on students throughout the mission and the vision, in a way that drives a student-centered, achievement-oriented culture.
2. Ensure there is an emphasis on change and growth that clearly highlights the results from the current system and the ways in which the school will make changes to those approaches to drive student outcomes.
3. A theory of action that clearly addresses the methods and philosophy by which it will grow student achievement, improve school culture, and build sustainability for continued performance.

**Equity**

The LEA must:

1. Detail a specific plan for how it will address the needs of subgroups, using strategies that are more likely to be successful and that align with the mission, vision, and Theory of Action.
2. Ensure that all students are included an aligned, comprehensive, and interwoven plan of how the school will achieve its goals.
3. Considers the performance (proficiency, growth, and trend data) for all of the ethnic, racial, gender, language, and special needs groups at the school, and develops a strategy that will promote gains for each of them and is aligned to the Theory of Action.
4. Addresses the needs of any subgroup that has a population of more than 10 students at the school. Subgroups to consider include those listed above, as well as special populations of students (e.g. foster, homeless, migrant).
5. How will the school address an engagement plan for each subgroup?
6. How will the school know if each subgroup is learning the skills, concepts, and habits of mind deemed the most essential?
7. How will the school respond if a specific subgroup is not showing the intended or desired progress?
8. How will the school enrich and extend the learning for subgroups when they meet and exceed the stated targets?

**Curriculum, Instruction, and Assessment**

Describe the comprehensive instructional reform strategies that will be implemented. The LEA must describe how it will:

1. 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.
2. Include a description of the research base that supports its effectiveness with high-poverty, at risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program and the use of High Quality Instructional Materials.
3. Promote the continuous use of individualized student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet individual needs.
4. Describe how the school will use data (formative, interim, and summative assessments), the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.
5. Describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.
6. Conduct reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.
7. Implement a school wide Multi-Tiered System of Support (MTSS). Describe how the MTSS will be implemented and the professional development that will be provided to school staff to include new teacher’s year over year.
8. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
9. Use and integrate technology-based supports and interventions as part of the instructional program.

**Instructional Time**

The LEA must provide more time for instruction in other subjects and enrichment activities that contribute to a well-rounded education.

The LEA must describe:

1. How it will provide more time 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. How they identified the amount of time the school day or year will be expanded or the amount of instructional time that will be increased, identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.
3. The specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.
4. How the school will provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Include the frequency and duration of such collaboration.
5. **Budget and Operations**

The LEA drafts a three-year budget that aligned to the programmatic initiatives and priorities outlined in the Significantly Restructure & Redesign Plan. To demonstrate alignment, the budget allocates sufficient funding towards the priorities and programs identified in the plan.

1. The budget allocates sufficient funding towards the priorities and evidence-based interventions (based on data analysis) identified in the plan.
2. The budget clearly utilizes all available funding, in alignment with the priorities of the plan, over the course of three years.
3. Priorities in the plan are linked to specific financial requirements and then prioritized to clarify what can and cannot be included in the final budget, and plan.
4. The plan clearly identifies the governance structure of the school, consistent with regulatory requirements, statute, and law.
5. The plan clearly outlines the management structure, both within the school and related to the school.
6. **Evidence-based Interventions**

LEAs are charged with implementing ESSA, including utilizing evidence-based strategies, activities, and interventions in schools in need of significant improvement.

While some ESSA programs allow the use of all four levels of evidence, Section 1003a of New Mexico’s ESSA Plan requires that MRI, Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

* Strong: at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial).
* Moderate: at least one well-designed and well-implemented quasi-experimental study.
* Promising: at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

It is incumbent upon the LEA to demonstrate that the selected provider and the supporting intervention falls into one of the three ESSA tiers of evidence in Category 1 (see table1).

**Table 1: Tiers of Evidence in ESSA**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category 1:** “demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.” | **Tier 1**  “strong evidence from at least 1 well-designed and well-implemented experimental study” | **Tier 2**  “moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study” | **Tier 3**  “promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias” |

1. **Full Application Submission**

Complete applications **must** be submitted electronically through the Priority Schools Bureau portal available at the following link: [ped.psb@state.nm.us](mailto:ped.psb@state.nm.us).

In addition, one original application plus one hardcopy **must** be mailed by postal service to:

New Mexico Public Education Department

Attn: Debbie M. Rael

Deputy Cabinet Secretary, School Transformation

Room 123

300 Don Gaspar Avenue

Santa Fe, New Mexico 85701

Complete hardcopy applications **must** be postmarked by February 12, 2018 and complete electronic copies must be submitted through the Priority Schools email portal ([ped.psb@state.nm.us](mailto:ped.psb@state.nm.us).) no later than 4:00 p.m. on February 26, 2018.

1. **Review and Approval**

PED will review the proposed MRI and either approve or deny the plan. If the plan is denied, PED reserves the right to select the MRI for the school.

If the district refuses to identify a MRI to participate in, the PED will select the MRI for the school.

**Project Period**

For MRI proposals the full project period is three years with the first year of implementation the 2018-2019 SY.

|  |  |
| --- | --- |
| **Project Period Timeline** | |
| Applications Released by PED | December 5, 2017 |
| Commitment Letter to PED (Example Appendix B) | January 26, 2018 |
| Applications Due to PED | February 26, 2018 |
| Announcement of Awards | March 2018 |
| Planning Period for LEA/Schools | March 2018 to June 30, 2018 |
| Year-One Implementation | July 1, 2018 to June 30, 2019 |
| Year-Two Implementation Period | July 1, 2019 to June 30, 2020 |
| Year-Three Implementation Period | July 1, 2020 to June 30, 2021 |

1. **Reporting Requirements**

The lead points of contact at the LEA responsible for oversight, monitoring, and support of the MRI School are required to participate in progress site visits and monitoring telephone calls with PED. In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress that may include, but are not limited to:

**NM DASH**

* NM DASH Feedback Tool for each school (2x a year)

**Leading Indicators**

* Student attendance and school average daily attendance
* Attendance by instructional staff and staff average daily attendance
* Interim assessment data
* Student course completion data
* Instructional staff turnover rate
* NM TEACH information
* In-school and out-of-school suspension rates and average in-school and out-of-school suspension rates by total school and broken down by sub-group
* Chronic absenteeism rates
* Dropout rates
* Number of students completing advanced coursework by subgroup (e.g., advanced Placement/ International Baccalaureate, college pathways or dual enrollment classes [high schools only])
* Other program evaluation and indicator data as needed

**Lagging indicators**

* Student achievement rates
* State assessment data disaggregated by sub-group
* Student achievement rates compared to the State
* Student achievement rates compared to the LEA
* Student growth data
* College readiness data
* Graduation and transition data

**Behavioral and Academic Data**

* Evidence that the LEA has a multi-tiered framework with proven evidence-based practices that improve behavioral and academic outcomes for students.
* Evidence that the school implements the practices that support student in a Multi-Tier System of Supports (MTSS) model to ensure that struggling students receive the targeted and intensive supports they need.
* PED-approved K-3 assessment used to measure student growth, inform instructional practice, and identify professional development needs.
* School-developed and/or LEA-directed formative/interim assessments used by the school to determine the likelihood of meeting academic achievement targets.
* School-developed and/or LEA-directed formative/interim assessments used to determine the impact of instructional practice.

1. **Review and Ranking of Applications**

Only complete applications from eligible LEAs received at PED by the due date will be accepted. LEAs must clearly identify in the application cover page the specific MRI schools for which they are applying or the application will be rejected as incomplete.

All complete applications will be reviewed and rated by at least two external reviewers.

1. The scores of the first two reviewers will be totaled and then averaged to arrive at the final score for each application using the percentage.
2. If there is a difference of 7 points or more between the two reviewers’ scores, a third reviewer will review the application.
3. The two scores mathematically closest to each other will be averaged for the final score unless the difference between the third review score and the first two are equidistant; in which case the third reviewer’s score will solely be used.
4. Total scores will be rank ordered using the final score on the application.
5. LEAs will be selected in order of rank; however, not all applying schools in a LEA may be selected dependent on funding availability.
6. **Continuation or Redistribution of Funding**

Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements.

If a subgrantee fails to comply with Federal statutes, regulations or the terms and conditions of this award, the State Education Agency (SEA) may impose additional conditions, as described in §200.207 Special Conditions (below).

If the SEA determines that noncompliance cannot be remedied by imposing additional conditions, the SEA may take one or more of the following actions, as appropriate in the circumstances:

1. Temporarily withhold cash payments pending correction of the deficiency by the subgrantee or more severe enforcement action by the SEA.
2. Disallow all or part of the cost of the activity or action not in compliance.
3. Wholly or partly suspend or terminate the award.
4. Recommend the USED initiate suspension or department proceedings as authorized under 2 CFR part 180.
5. Withhold further Federal awards to the project or program[[2]](#footnote-2).

The SEA may impose additional award conditions[[3]](#footnote-3) as needed, which may include the following:

1. Requiring payments as reimbursements rather than advance payments;
2. Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
3. Requiring additional, more detailed financial reports;
4. Requiring additional project monitoring;
5. Requiring the subgrantee to obtain technical or management assistance; or
6. Establishing additional prior approvals.

If any funded LEAs withdraw or become ineligible within the first year of funding due to not progressing toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements, the leftover funds may be used to fund the next highest-ranking applications.

**Significantly Restructure and Redesign**

**Application Cover Sheet**

|  |  |
| --- | --- |
| **LEA Information** | |
| **LEA Name** |  |
| **LEA NCES ID #** |  |
| **Superintendent** |  |
| **Superintendent email** |  |
| **Mailing Address** |  |

|  |  |
| --- | --- |
| **Amount the LEA is requesting from Title I School Improvement 1003[a] funds** | |
| March 2018 to June 30, 2018 | $ |
| July 1, 2018 to June 30, 2019 | $ |
| July 1, 2019 to June 30, 2020 | $ |
| July 1, 2020 to June 30, 2021 | $ |
| Total Funds | $ |

|  |  |
| --- | --- |
| **LEA MRI Significantly Restructure & Redesign Competitive Grants Application** | |
| **LEA Name:** | Click here to enter text. |
| **Submitting on Behalf of (name of school):** | Click here to enter text. |
| **Number of Students Served:** | Click here to enter text. |
| **Number of Certified Licensed Staff:** | Click here to enter text. |

1. **School Leadership**
2. **Recruiting and Sustaining High-Quality Personnel**

Describe the process for the recruitment of the school’s leaders to include a timeline and where and how the LEA will differ from its standard recruitment practices to ensure the school is led by an effective leader with a track record of success in changing outcomes for students in struggling schools.

Click or tap here to enter text.

Describe the process to use evidence-based practices for identifying strong leaders, including multiple points of knowledge and skills assessment.

Click or tap here to enter text.

Describe where and how the LEA will recruit effective school leaders.

Click or tap here to enter text.

Describe the incentive plan for recruitment and timeline for hiring a school leader.

Click or tap here to enter text.

Describe the sequence of events and decision-making that is likely to produce a strong leader within the appropriate timeline.

Click or tap here to enter text.

1. **Leadership Hiring**

The LEA has a comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience knowledge and skills, capacity to do the work, and alignment with the vision for exceptional student achievement and success for all children in the school community.

Describe the leadership competencies that are most important for the school to improve outcomes for students.

Click or tap here to enter text.

Describe how the LEA will use competency based interviews as a component of hiring.

Click or tap here to enter text.

The LEA will replace the current principal

The LEA will retain the current principal

1. **Human Capital**
2. **Staff Hiring**

Describe the hiring process that based on the competencies critical to achieving the mission and vision of the school.

Click or tap here to enter text.

Describe the compensation structure to attract and retain staff.

Click or tap here to enter text.

Describe the process used to ensure that 100% of the staff are identified as Effective, Highly Effective, or Exemplary on NM TEACH.

Click or tap here to enter text.

1. **Professional Development**

Describe how the LEA will 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 to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Click or tap here to enter text.

Describe how common planning time has been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level.

*It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation.*

*If the master schedule prevents this from occurring, the district must lesson study implementation after school for a minimum of one hour a week on the same day by grade level or subject area.*

Click or tap here to enter text.

**Incentives**

How is the LEAs leveraging stipends for professional development, signing bonuses, performance pay, or other recruitment activities to build an effective team for the school?

Click or tap here to enter text.

How will the LEA implement performance pay for, at a minimum, ELA/reading and mathematics teachers in grades 3 – 12 based on PARCC learning gains?

Click or tap here to enter text.

Describe the system for measuring changes in instructional practices resulting from professional development.

Click or tap here to enter text.

How will the LEA monitor this system and how will the LEA work with the union (if applicable) to implement such a system?

Click or tap here to enter text.

Describe the process the LEA will use to work with the union (if applicable) and the anticipated timelines for such negotiations.

Click or tap here to enter text.

1. **School Program**
2. **Mission, Vision, and Theory of Action**

Describe the school’s mission and vision that identifies the goals of the school community as well as the way in which those goals will be achieved with a clear emphasis on students throughout the mission and the vision, in a way that drives a student-centered, achievement-oriented culture.

Click or tap here to enter text.

How has the LEA ensured that the philosophical and visionary components of the school plan are clearly identified in a condensed (no more than two pages) and accessible format that can be easily reviewed and communicated by school stakeholders?

Click or tap here to enter text.

Provide a copy and link to where this can be found on the school’s webpage.

In conjunction with the school leadership, develop a theory of action that clearly addresses the methods and philosophy by which it will grow student achievement, improve school culture, and build sustainability for continued performance.

Click or tap here to enter text.

1. **Equity**

Detail a specific plan for how the LEA and school will address the needs of subgroups, regardless of current performance, using strategies that are more likely to be successful and that align with the mission, vision, and Theory of Action.

Click or tap here to enter text.

How will the LEA ensure that all students are included in the aligned, comprehensive, and interwoven plan for how the school will achieve its goals?

Click or tap here to enter text.

How has the LEA considered the performance (proficiency, growth, and trend data) for all of the ethnic, racial, gender, language, and special needs groups at the school, and developed a strategy that will promote gains for each of them and is aligned to the Theory of Action?

Click or tap here to enter text.

How will the school address an engagement plan for each subgroup?

Click or tap here to enter text.

How will the school know if each subgroup is learning the skills, concepts, and habits of mind deemed the most essential?

Click or tap here to enter text.

How will the school respond if a specific subgroup is not showing the intended or desired progress?

Click or tap here to enter text.

How will the school enrich and extend the learning for subgroups when they meet and exceed the stated targets?

Click or tap here to enter text.

1. **Curriculum, Instruction, and Assessment**

Describe how the LEA and school will use data to identify and implement an instructional program that is evidence-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

Click or tap here to enter text.

Describe the evidence base that supports the program the school will implement and the effectiveness with high-poverty, at-risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program and the use of High Quality Instructional Materials.

Click or tap here to enter text.

Describe the process for the continuous use of individualized student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual.

Click or tap here to enter text.

Describe how the school will use data (formative, interim, and summative assessments), the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.

Click or tap here to enter text.

Describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.

Click or tap here to enter text.

How will LEA leadership and school leadership conduct reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective?

Click or tap here to enter text.

Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.

Click or tap here to enter text.

Describe the process to implement a school wide Multi-Tiered System of Support (MTSS). Describe how the MTSS will be implemented and the professional development that will be provided to school staff to include new teacher’s year over year.

Click or tap here to enter text.

Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

Click or tap here to enter text.

Use and integrate technology-based supports and interventions as part of the instructional program.

Click or tap here to enter text.

1. **Instructional Time**

How will the LEA/school provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science?

Click or tap here to enter text.

How will the LEA/school identify the amount of time the school day or year will be expanded or the amount of instructional time that will be increased?

Click or tap here to enter text.

Identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

Click or tap here to enter text.

Identify the specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

Click or tap here to enter text.

How will the school provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects? Include the frequency and duration of such collaboration.

Click or tap here to enter text.

How has common planning time been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level? It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

Click or tap here to enter text.

1. **Budget and Operations**

The LEA must attach a detailed budget worksheet that meets the criteria below.

* + The budget allocates sufficient funding towards the priorities and evidence-based interventions (based on data analysis) identified in the plan.
  + The budget clearly utilizes all available funding, in alignment with the priorities of the plan, over the course of three years.
  + Priorities in the plan are linked to specific financial requirements and then prioritized to clarify what can and cannot be included in the final budget, and plan.
  + The plan clearly identifies the governance structure of the school, consistent with regulatory requirements, statute, and law.
  + The plan clearly outlines the management structure, both within the school and related to the school.

1. **Evidence-based Interventions**
2. **Root Cause**

Describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and identify focus area(s).

Click or tap here to enter text.

1. **Choice of Evidence-Based Interventions**

Identify the interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.

Click or tap here to enter text.

Determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

Click or tap here to enter text.

Identify the school’s chosen intervention(s).

Click or tap here to enter text.

**C. Sources of Evidence**

Identify the sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

Click or tap here to enter text.

**Appendix A: Commitment Letter Example**

*Insert Date*

Secretary-Designate Christopher N. Ruszkowski

Public Education Department

300 Don Gaspar Avenue

Santa Fe, NM, 87501

Dear Secretary Ruszkowski:

The *(insert district)* commits to implementing the following More Rigorous Intervention in *(insert name of school)* for the 2018-2021 school years *(insert name of chosen More Rigorous Intervention).*

Sincerely,

Insert name of Superintendent

Superintendent, (insert district name)

cc: *insert names of school board president, school principal, and any other locally identified district, community or school board members.*

**Appendix B: More Rigorous Intervention (MRI) Assurances**

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years in the areas specified. By signing these assurances, the parties agree to three years full participation in the **More Rigorous Intervention Evidence-Based Intervention Implementation.**

If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

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| **LEA:** |

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| **The Board of Education commits to the following:**   1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:    1. The BOE assures that it was involved in the discussion and application process with the LEA applying on behalf of eligible schools and supports the application/s.    2. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.    3. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.    4. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent’s progress toward LEA proficiency targets.    5. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.   **The LEA commits to the following:**   1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title 1, Part A, Sec. 1003a 2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:    1. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA’s strategic plan    2. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues    3. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level    4. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school    5. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA 3. Ensure that conditions are in place at the school level to support turnaround, including:    1. Rigorous aligned interim assessments 3-4 times per year    2. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings    3. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings    4. Structured weekly collaboration time for ongoing data analysis by PLCs    5. Student and staff culture of learning    6. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings 4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary 5. Develop a sustainability plan prior to the end of Year 3   **School Leadership Commits to the Following:**   1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA’s strategic plan, including:    1. Rigorous aligned interim assessments 3-4 times per year    2. Timely dissemination of interim assessment data to teachers    3. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings    4. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings    5. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time    6. Student and staff culture of learning    7. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings 2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention | |
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| President, Board of Education Signature | Date |

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| Superintendent Signature | Date |

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| School Leadership Signature | Date |

**Appendix C: Certification and Approval**

I hereby certify that I am the applicant’s Superintendent/Charter Director, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

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|  |  |
| Superintendent/Charter Director Printed Name | Date |

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| --- | --- |
|  |  |
| Superintendent/Charter Director Signature (blue ink) | Date |

**Certification and Approval**

I hereby certify that I am the applicant’s School Board President, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

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| Board President Printed Name | Date |

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| --- | --- |
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| Board President Signature (blue ink) | Date |

1. New Mexico Rising: New Mexico’s State Plan for the Every Student Succeeds Act, pg. 107 (2017). New Mexico Public Education Department, Santa Fe, NM. [↑](#footnote-ref-1)
2. 2 CFR Part 200 §200.338 Remedies for Noncompliance [↑](#footnote-ref-2)
3. §200.207 Special Conditions [↑](#footnote-ref-3)