



**Request for Application (RFA) for
Comprehensive Support & Improvement
Schools (CSI)
Title I Sec.1003 [a]**

**Every Student Succeeds Act
CFDA Number: 84.010A**

**Deadline to Submit RFA:
February 12, 2018**

*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**

New Mexico Public Education Department: School Improvement 1003[a]

I. Background

Under the New Mexico Public Education Department's (NMPED) approved Every Student Succeeds Act (ESSA), the state's lowest-achieving schools are identified as Comprehensive Support and Improvement (CSI) schools. As a result, CSI schools, with the support of the larger Local Education Agency (LEA) and school community, have an opportunity to develop and implement targeted interventions with the goal of achieving dramatic school-level achievement gains such that the school is in good academic standing within three years.

II. Purpose

LEAs with identified CSI schools are able to identify pathways for intensive improvement under New Mexico's ESSA plan:

1. NM DASH-Plus,
2. Applying and participating in State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence),
3. High school transformation in partnership with PED (only 10 high schools will be selected for this opportunity each cycle) and
4. Application for Competitive Grants for School Improvement

The primary purpose of the CSI Request for Application process is to provide LEAs with schools identified as CSI 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.

III. Eligibility

This competitive grant is open to LEAs with CSI Schools. There are three ways a school can be identified as being in need of Comprehensive Support and Improvement:

1. Being among the lowest-performing 5% of **Title I** schools in the state, based on the total number of points earned on the School Grade Report Card;
2. Having a 4-year graduation rate below 67% for two out of the past three years (**Title I and non-Title I** high schools).

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

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

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

IV. Evidence-based Interventions¹

LEAs are charged with implementing ESSA, and ensure that LEAs are 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 CSI 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.

The PED will not provide a list of potential evidence-based interventions for school turnaround programs for use by LEAs in schools identified as CSI that choose to apply for the Competitive Grants for School Improvement. It is incumbent upon the LEA to demonstrate that the selected 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:	Tier 1	Tier 2	Tier 3
“demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.”	“strong evidence from at least 1 well-designed and well-implemented experimental study”	“moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study”	“promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias”

V. LEA Organizational Conditions

LEAs must demonstrate that they have the organizational conditions necessary for turnaround success (as identified below) when applying to participate in the following evidence-based school turnaround programs:

- University of Virginia School Turnaround Program
- National Institute for School Leadership Executive Development Program
- New Mexico Leadership Innovation Program²

Leadership Conditions: LEAs must commit to lead for success by identifying priorities, aligning resources, investing in change that is sustainable, and clearly and consistently communicating that change is not optional.

Differentiated Support and Accountability Conditions: To achieve ambitious results, LEAs committed to turnaround must prioritize low performing schools and provide both additional,

¹ Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

² The NM Leadership Innovation Program is akin to the Principals Pursuing Excellence Program.

core support beyond what non-turnaround schools receive and individualized supports aligned with unique school needs, including the identification of resource inequities.

Talent Management Conditions: Public education is human capital intensive and efforts to turnaround low-Performing schools must prioritize how talent policies and approaches will be bolstered to support turnaround. LEAs must establish and continuously improve human capital management systems, including educator evaluation and support systems. Title II, Part A funds may be used by SEAs and LEAs to develop, implement, and improve rigorous, transparent, and fair evaluation and support systems if these systems are based in part on evidence of student achievement, which may include student growth, and must: (1) include multiple measures of educator performance, such as high-quality classroom observations and (2) provide clear, timely and useful feedback to educators. (ESEA sections 2101(c)(4)(B)(ii) and 2103(b)(3)(A)).

Instructional Infrastructure Conditions: LEAs often have invested heavy resources in producing curriculum and data that teachers either do not have the capacity, understanding, or willingness to use. LEAs must own this challenge and create an instructional infrastructure where data is well organized and the pathway on how to use data to adapt instruction are clear.

VI. Funding

For the 2017-2018 SY, ESSA requires states to set aside seven percent of Title I, Part A funds for school improvement activities. Ninety-five percent of these funds must pass through to LEAs to support CSI schools, consistent with the state's new accountability system³.

PED is making multi-year awards (2017-2021), through the period of availability of funds⁴, to successful applicants.

Estimated funds available: **\$6,121,460.00** (for the 2017-2018 SY⁵)

VII. Maximum Funding Amounts

- The planning period total funding requested may be no greater than \$30,000.00.
- The year-one implementation period total funding request may be no greater than \$150,000⁶.
- The year-two implementation period total funding request may be no greater than \$150,000.
- The year-three implementation period total funding request may be no greater than \$150,000.
- Ninety-percent (90%) of the maximum funding requests for each period must be directed toward school-level activities supporting the implementation of the evidence-based intervention.
- Applicants must describe and justify in the budget narrative any specific LEA-level expenses (indirect cost) to be supported by funds at no more than 10% of total request for each period.

³ ESSA § 1003(b)

⁴ Continuing awards are dependent upon continued appropriation from congress.

⁵ Continuing awards are dependent upon continued appropriation from congress.

⁶ Funding will be determined based on school size on a sliding scale.

- Normal indirect cost may also be claimed at the PED approved rate for the district.
- Supplies and materials are allowable for CSI schools, if necessary to meet the project goals and objectives, but must not exceed 10% of the total budget for each project period.

VIII. 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 to Apply due to PED (Appendix A)	January 9, 2018
Applications Due to PED	February 12, 2018
Announcement of Awards	March 1, 2018
Planning Period for LEA/Schools	March 1, 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

IX. Application Deadline and Submission Requirements

Letter of Intent

LEAs should submit a Letter of Intent (LOI) designating the specific identified schools for which applications will be submitted.

The LOI should be submitted electronically through the Priority Schools Bureau email portal available at the following link: ped.psb@state.nm.us. The LOI should be received by 3:00 p.m. on January 9, 2018.

X. 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.

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

New Mexico Public Education Department
 Attn: Debbie Montoya
 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) no later than 4:00 p.m. on February 12, 2018.

XI. Budget Requirements

The budget documents requested in response to this RFA must identify and explain funded costs for activities that are necessary to carry out all aspects of the whole-school change. In addition, through the budget narrative, the LEA will be asked to identify other sources and amounts of funding that will support and sustain the activities that are crucial to rigorous implementation of the chosen evidence-based intervention.

- **Budget Narrative**

The budget narrative, described in the Proposal Narrative sections of this RFA, should identify and explain all funded costs for the entire project period (planning period, two years of implementation).

- **Budget Summary Chart (Appendix C)**

This chart summarizes the budget for the entire project period, three years of implementation.

XII. Additional Budget Guidance

Appropriate Costs

Funds are intended to *supplement* and *support* comprehensive school reform by funding *specific* initiatives designed to promote targeted and sustainable school improvement. The actions and practices identified through each category of the project narrative drive the appropriate costs.

Appropriate costs are those costs that are directly connected to the actions and to sustaining the practices prompted in the categories of the project narrative (e.g., the implementation of a curriculum aligned the Common Core State Standards (CCSS), continuous use of data to drive decision making, extended/expanded learning time, etc.).

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary. This does not preclude an LEA from paying the travel expense of those attending a conference or meeting that is necessary to carry out its federal grant program, which could include per diem for food.

It is incumbent upon the applicant to demonstrate the close connections between the costs proposed and the organizational or pedagogical purposes those costs will support from the project narrative.

XIII. Budgeting and Planning for Sustainability

In budgeting and planning for sustainability, LEAs should be certain to support critical, ongoing activities through reliable and stable funding sources. In budgeting and planning for sustainability, funds should support but not serve as the sole source of funding for this work.

XIV. Reporting Requirements

The lead points of contact at the LEA responsible for oversight, monitoring, and support of the CSI School are required to participate in progress site visits and monitoring telephone calls with PED⁷.

In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress⁸ 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

⁷ Please note - if awarded, the subgrantee will be required to revise Step 2 - Analyze Data and Set Student Achievement Goals of the school NM DASH, identifying new goals that will be targeted with the RFA funds.

⁸ Templates will be provided by PED.

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 reading 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.

XV. Scoring Guide

CSI RFA Title I Sec. 1003[a] Scoring Guide	Points	Percent
I. LEA Organizational Culture	25	25%
A. LEA Overview	5	
B. Instructional Infrastructure	10	
C. LEA Support and Accountability	10	
II School Level Context	15	15%
A. School Overview	5	
B. NM DASH Plans	5	
D. Collaboration Structures	5	
III Evidence-Based Interventions	50	50%
A. Root Cause and Focus Areas	10	
B. Choice of Evidence-Based Interventions	20	
C. Sources of Evidence	10	
D. Theory of Action	10	
IV. Budget	15	10%
A. Budget Narrative	5	
B. Budget (Excel Files)	5	
Total	100	100%

XVI. 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 CSI 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.

XVII. 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:

- a) Temporarily withhold cash payments pending correction of the deficiency by the subgrantee or more severe enforcement action by the SEA.
- b) Disallow all or part of the cost of the activity or action not in compliance.
- c) Wholly or partly suspend or terminate the award.
- d) Recommend the USED initiate suspension or department proceedings as authorized under 2 CFR part 180.
- e) Withhold further Federal awards to the project or program⁹.

The SEA may impose additional award conditions¹⁰ 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.

⁹ 2 CFR Part 200 §200.338 Remedies for Noncompliance

¹⁰ §200.207 Special Conditions

LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet

LEA Information		
LEA/State Charter Name: Nuestros Valores Charter School		LEA NCES ID #:
Mailing Address: 6800 Gonzales Rd. SW Albuquerque, NM 87121		
Phone: 505-873-7758		Fax: 505-873-3576
Superintendent/Charter Director: Monica Aguilar		Email: monica@nvcharter.com
Title I Director: Monica Aguilar		Email: monica@nvcharter.com
Federal Programs Director: Monica Aguilar		Email: monica@nvcharter.com
Business Manager: Rhonda Cordova		Email: rhondacordova1000@outlook.com
Comprehensive Support and Improvement Schools LEA Lead: Monica Aguilar		Email: monica@nvcharter.com
LEA will Apply for the Following Eligible School(s)		
Name of School	School NCES ID #	Proposed Intervention Model
Nuestros Valores Charter School		Check and Connect

CSI RFA Application

Proposal Requirements

1. The proposal narrative should **not exceed 50 pages** (not including required charts, forms, and requested artifacts submitted as appendices).
2. It should be typed, single-spaced, with LEAs addressing each of the subsections by entering text where indicated.
3. Font may NOT be less than 12 pt. Times New Roman.
4. Charts and forms do not require 12 pt. Times New Roman font.
5. The complete LEA application including budgets, charts, and forms will be posted on the PED ESSA webpage.

LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	Nuestros Valores Charter School
Submitting on Behalf of (name of school):	Nuestros Valores Charter School
Number of Students Served:	160
Number of Certified Licensed Staff:	18

I. LEA Organizational Culture

A. LEA Overview

Describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.

Nuestros Valores Charter School (NVCS) is a small high school in the southwest part of Albuquerque and has been well established since 2001. NVCS services the kids who are most at-risk of dropping out due to several issues. Many of the students come below grade level in math and reading, are behind in credits, and come with major truancy issues. The staff at NVCS is constantly brainstorming innovative ideas to motivate students and improve attendance. Student re-engagement has become a focus for NVCS.

The needs assessment process included obtaining feedback from all staff, students, parents, and community members in regards to strengths and weaknesses of the school. Commitment statements that align with our charter goals and mission were identified during a staff professional development.

NVCS Staff Commitment Statement:

- Provide a quality Education
- Provide a relevant education
- Promote caring and belonging
- Provide a personal education setting
- Provide an innovative educational setting

These commitment statements were communicated to parents, students, and NVCS Governance Board members. The commitment statements will be guiding the school to improve student re-engagement.

NVCS administration has been implementing different methods to get feedback on engagement and building positive student relationships.

A live poll was conducted to get the pulse of our student community on real-world topics they find interesting. The following question was presented to the student body “What real-

world topics do you find interesting and want to learn more about?” Students wrote answers on post-it notes. These answers were then gathered and shared with teachers to use when creating curriculum.

Advisory for one has been implemented. Administration takes one student a month to lunch off campus. This helps develop empathy for students and understand how they could be better supported.

Check on the student safety net was conducted with all staff to surface the students who aren't connecting with any adults on campus. A list of all students enrolled was printed and staff members marked those students who they have made a connection with.

Shadow a student was conducted by administration. The Director of NVCS shadowed a student who was picked randomly, participated in classes as she was a high school student, and ate lunch with the student. This provided excellent insight in the daily experience for students at NVCS.

During parent conferences we parents the following questions:

1. What motivates your child to attend school?
2. What motivates your child to learn?
3. What additional support do you need from the school?

Describe the results of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and assessment.

From the results of the systematic review it was evident student re-engagement is priority to improve dropout prevention and truancy.

Staff input included creating the commitment statements

- Provide a quality Education
- Provide a relevant education
- Promote caring and belonging
- Provide a personal education setting
- Provide an innovative educational setting

Student input

Live Poll: Students responded to the following question “Which world topic do you find interesting and want to learn more about?” The following topics were common themes in student responses; finances, construction, travel, weather, sports, nutrition. These themes will be utilized to create problem based learning activities in math. This goal for this is to engage students in the math classes.

Advisory for One and Shadow a Student: Both of these methods for feedback had similar outcomes to student motivation.

- Food/snacks are essential
- Topics in class must be interesting and relevant
- Classes need to help in real life situations
- Hands on projects
- Teachers and principals need to show they care about students
- Treat students with respect
- Don't judge students
- Acknowledge student accomplishments
- Understand students have rough lives and need extra support
- Understand and acknowledge not all students learn the same

Check on Student Safety Net: This activity helped identify students who need to connect with an adult on campus. Building relationships and providing individualized support is a big part of our mission. There are 164 students enrolled at Nuestros Valores Charter School and only 5 were identified as not connecting with any adults on campus. These 5 students were fairly new to the school. This activity validated that we are meeting our mission.

Parent Input

Parents/guardians responded to the following questions:

1. What motivates your child to attend school?
2. What motivates your child to learn?
3. What additional support do you need from the school?

The themes that were identified from parent input:

- Teachers and staff show they care
- School is understanding to difficult situations
- School provides food
- School provides a sense of belonging for all students
- School faculty is positive with students
- School provides opportunities for students to have a voice
- Teachers teach real life topics
- Classes are interesting
- Teachers provide support when students don't understand the content
- Teachers are available for additional help
- School provides help with counseling for students and families
- School faculty treats everyone fair

B. Instructional Infrastructure

Instructional Materials: Describe the process used to ensure that grade level scopes and sequences align with the Common Core State Standards for ELA/Reading and math.

At the beginning of the school year all teachers complete unit plans that are aligned to common core standards. These unit plans are shared with all administration through www.chalk.com. Administration checks unit plans for alignment to standards. All teachers utilize the same template to create unit plans. The NVCS Instructional Coach provides additional support to teachers on a regular basis.

Instruction: Describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.

All teachers are evaluated as per the NMTEACH system. Throughout the school year administration conducts classroom walkthroughs and provides feedback to teachers on improving instruction. The NVCS Instructional Coach reviews unit plans and provides feedback on improvement on a regularly throughout the school year. The school leaders attend the NMTEACH observation protocol trainings yearly and complete the certification process.

Assessment: Describe the LEA's cycle of data-driven instruction. Identify the interim assessments being used.

Every year all teachers and school leaders review PARCC scores. The students who typically attend NVCS do not score well on the PARCC assessment and are far below grade level. However, as a school we identify those students who have taken PARCC with NVCS for 2 consecutive years. This cohort of students is then reviewed for progress in reading and math. From 2015-2016 to 2016-2017 45 students completed PARCC at NVCS, 53% improved in ELA and 31% improved in Math. We then compare this data to the short cycle assessment NWEA MAP. Students take the NWEA MAP three times per school year. The results for NWEA MAP is then analyzed through NVCS Academic Teams (PLC). Student are identified as needing additional intervention or enrichment. Teachers also complete formative and summative assessments in the class during content lessons. These results are used to adjust instruction as needed.

Describe the process used to ensure that interim assessments align with the Common Core State Standards and each grade level's scope and sequence.

The NWEA MAP assessment is aligned with common core state standards. The classroom formative and summative assessments are aligned with teacher lesson plans, which are aligned with the standards.

Provide the schedule for administering common interim assessments in ELA and Math (as an attachment).

Describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data (e.g. common planning time, teacher-administrator one-on-one meetings, and group professional development).

The NVCS Academic Teams (PLC) meet every other Monday for 1 hour. Teachers were placed in Academic Teams based on content area; math/science, ELA, social studies/health/PE. We had to be creative in placing teachers in teams due to the small school size. The Academic Teams have identified a facilitator and note taker for the year. The teams created goals at the beginning of the school year.

C. LEA Support and Accountability

Identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school.

Monica Aguilar, Executive Director monica@nvcharter.com

Submit an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools (as attachment(s)).

Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the LEA personnel with school leadership.

The charter school leaders will meet with school board monthly to provide updates of program. The charter school has identified one person to create a team which will meet weekly to plan, create, and implement the program. The planning will begin in the summer and implementation will begin August 2018.

Year-one implementation July 1, 2018 – June 30, 2019

- Summer - Identify team members, create forms to utilize with program, create evaluation tool.
- Fall – Identify most at-risk students as per assessments, attendance, and grades.
- Winter – Evaluation of program and make any changes.
- Spring – Implement changes if necessary, collect and analyze data as per program goals.

Year-two implementation July 1, 2019 – June 30, 2020

- Summer – Evaluate program and make any changes. Share data with all stakeholders.
- Fall – Identify students who would benefit from program.
- Winter – Evaluate program and make any changes
- Spring – Implement changes if necessary, collect and analyze data as per program goals.

Year-three implementation July 1, 2020 – June 30, 2021

- Summer – Evaluate program and make any changes. Share data with all stakeholders.
- Fall – Identify students who would benefit from program.
- Winter – Evaluate program and make any changes
- Spring – Implement changes if necessary, collect and analyze data as per program goals.

Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the CSI school and on the implementation status of the evidence-based intervention. The plan for consultation and collaboration provided by the LEA/school must:

- Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention.
- This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

The NVCS school leaders will update the school board at every monthly board meeting, which are held the first Thursday of every month at 6:00 PM. The program update will be part of the Executive report. Parents will be notified of the implementation during the beginning of year parent orientations, which are held in August. Also, parents will be provided with updated information during parent conferences, which are held four times throughout the school year. Staff members will be updated at the monthly staff meetings, which are held the first Wednesday of every month at 2:30 PM.

II. School-Level Context

A. School Overview

Describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable).

Nuestros Valores Charter School (NVCS) is a small high school in the southwest part of Albuquerque and has been well established since 2001. NVCS services the kids who are most at-risk of dropping out due to several issues. Many of the students come below grade level in math and reading, are behind in credits, and come with major truancy issues. The staff at NVCS is constantly brainstorming innovative ideas to motive students and improve attendance. Student re-engagement has become a focus for NVCS.

As per PARCC 2016-2017 assessment:

- 4% proficient in reading
- less than 2% proficient in math
- Geometry assessment 57% scored PARTIALLY MET
- 38 Algebra I assessment 37% scored PARTIALLY MET
- Algebra II assessment 24% scored PARTIALLY MET
- ELA 9 assessment 34% scored PARTIALLY MET
- ELA 10 assessment 28% scored PARTIALLY MET
- ELA 11 assessment 31% scored PARTIALLY MET

As a school we identified those students in the PARTIALLY MET category to demonstrate not all of our students DID NOT YET MEET. All teachers received a copy of the PARCC student rosters with scores and academic teams identify severe areas of weaknesses for each student.

Describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NM TEACH data.

2016-2017 data:

- 11 certified teachers
- 1 exemplary
- 1 highly effective
- 6 effective
- 2 minimally effective
- 1 ineffective

B. NM DASH Plans

For the school the LEA is applying on behalf of, they must submit the following components:

- Completed NM DASH Offline Planning Process Workbook or 90-day Complete Detail Printout (as an attachment).
- Completed NM DASH Feedback Tool (as an attachment).

C. Collaboration Structures

For the school the LEA is applying on behalf of, describe the collaboration structures in place to include the:

- Schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and a process and procedures utilized during collaboration meetings (e.g. agendas, protocols)
- Systems in place for principal and/or other instructional leaders to support and hold teachers accountable for meeting effectiveness.

The NVCS school leaders will update the school board at every monthly board meeting, which are held the first Thursday of every month at 6:00 PM. The NVCS Academic Teams (PLC) meet every other Monday for 1 hour. Teachers were placed in Academic Teams based on content are; math/science, ELA, social studies/health/PE. We had to be creative in placing teachers in teams due to the small school size. The Academic Teams have identified a facilitator and note taker for the year. The teams created goals at the beginning of the school year. School leadership attends these meetings to hold everyone accountable.

III. Evidence-based Interventions

A. 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).

Nuestros Valores Charter School (NVCS) is a small high school in the southwest part of Albuquerque and has been well established since 2001. NVCS services the kids who are most at-risk of dropping out due to several issues. Many of the students come below grade level in math and reading, are behind in credits, and come with major truancy issues. The staff at NVCS is constantly brainstorming innovative ideas to motivate students and improve attendance. Student re-engagement has become a focus for NVCS.

The needs assessment process included obtaining feedback from all staff, students, parents, and community members in regards to strengths and weaknesses of the school. Commitment statements that align with our charter goals and mission were identified during a staff professional development.

NVCS Staff Commitment Statement:

- Provide a quality Education
- Provide a relevant education
- Promote caring and belonging
- Provide a personal education setting
- Provide an innovative educational setting

These commitment statements were communicated to parents, students, and NVCS Governance Board members. The commitment statements will be guiding the school to improve student re-engagement.

NVCS administration has been implementing different methods to get feedback on engagement and building positive student relationships.

A live poll was conducted to get the pulse of our student community on real-world topics they find interesting. The following question was presented to the student body “What real-world topics do you find interesting and want to learn more about?” Students wrote answers on post-it notes. These answers were then gathered and shared with teachers to use when creating curriculum.

Advisory for one has been implemented. Administration takes one student a month to lunch off campus. This helps develop empathy for students and understand how they could be better supported.

Check on the student safety net was conducted with all staff to surface the students who aren't connecting with any adults on campus. A list of all students enrolled was printed and staff members marked those students who they have made a connection with.

Shadow a student was conducted by administration. The Director of NVCS shadowed a student who was picked randomly, participated in classes as she was a high school student,

and ate lunch with the student. This provided excellent insight in the daily experience for students at NVCS.

During parent conferences we parents the following questions:

4. What motivates your child to attend school?
5. What motivates your child to learn?
6. What additional support do you need from the school?

From the results of the systematic review it was evident student re-engagement is priority to improve dropout prevention and truancy.

Staff input included creating the commitment statements

- Provide a quality Education
- Provide a relevant education
- Promote caring and belonging
- Provide a personal education setting
- Provide an innovative educational setting

Student input

Live Poll: Students responded to the following question “Which world topic do you find interesting and want to learn more about?” The following topics were common themes in student responses; finances, construction, travel, weather, sports, nutrition. These themes will be utilized to create problem based learning activities in math. This goal for this is to engage students in the math classes.

Advisory for One and Shadow a Student: Both of these methods for feedback had similar outcomes to student motivation.

- Food/snacks are essential
- Topics in class must be interesting and relevant
- Classes need to help in real life situations
- Hands on projects
- Teachers and principals need to show they care about students
- Treat students with respect
- Don’t judge students
- Acknowledge student accomplishments
- Understand students have rough lives and need extra support
- Understand and acknowledge not all students learn the same

Check on Student Safety Net: This activity helped identify students who need to connect with an adult on campus. Building relationships and providing individualized support in a big part of our mission. There are 164 students enrolled at Nuestros Valores Charter School and only 5 were identified as not connecting with any adults on campus. These 5 students were fairly new to the school. This activity validated that we are meeting our mission.

Parent Input

Parents/guardians responded to the following questions:

4. What motivates your child to attend school?
5. What motivates your child to learn?
6. What additional support do you need from the school?

The themes that were identified from parent input:

- Teachers and staff show they care
- School is understanding to difficult situations
- School provides food
- School provides a sense of belonging for all students
- School faculty is positive with students
- School provides opportunities for students to have a voice
- Teachers teach real life topics
- Classes are interesting
- Teachers provide support when students don't understand the content
- Teachers are available for additional help
- School provides help with counseling for students and families
- School faculty treats everyone fair

B. 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.

Student re-engagement is priority for NVCS. Two major themes were identified in during this process; building student relationships and creating relevant curriculum.

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

The one intervention NVCS wants to focus on is building relationships with students and making connections.

Identify the school's chosen intervention(s).

Check and Connect from What's Working Clearinghouse

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.

Check & Connect is designed to promote students' engagement with school and learning. Students may be referred to the program if they exhibit academic, emotional, or behavioral warning signs. Check & Connect is implemented by a monitor, who is a combination of a student mentor, an advocate, and a service coordinator. The monitor's primary goal is to keep education a salient issue for disengaged students and their teachers and family. Student levels of engagement (such as attendance, grades, and suspensions) are "checked" regularly and used to guide the monitors' efforts to increase and maintain the students' "connection" with school.

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_102511.pdf

D. Theory of Action

Detail a Theory of Action that will support implementation of the evidence-based intervention.

NVCS school leaders will identify a school employee to implement and evaluate the Check and Connect program. This employee will ensure the program meets the goals identified and communicated results to all stakeholders. The employee will be provided with the title of Check and Connect Coordinator and will follow the three year plan of implementation.

IV. Budget

A. Budget Narrative

The LEA/school must provide an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (planning period, three years of implementation).

This grant will pay the salary, including benefits, for one full time position to be the Check and Connect Coordinator.

In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.

Currently there are not other sources of income to support this program.

For each major activity, describe the LEA's strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant.

NVCS plans to increase enrollment within the next 3 years, which will bring in additional revenue. This position will be incorporated into the budget after the 3rd year of implementation.

Clearly describe and justify any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. Normal indirect cost may also be claimed at the PED-approved rate for the district.

none

The LEA and schools must demonstrate how they will align other available federal, state, and local resources to support the chosen evidence-based intervention.

Other operational funds will be utilized for supplies and materials to support the Check and Connect program.

B. Budget Forms

A complete Budget Summary Chart for the entire project period (planning period and two-years of implementation) (as an attachment).

The budget items must be clear and obvious as to how the proposed activities are directly impacting the school-level implementation of the evidence-based intervention(s) proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals/objectives. Grant funding must supplement, not supplant, existing funding sources.

Appendix A: Letter of Intent 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)* intends to apply for a CSI competitive grant for the 2018-2021 school years on behalf of the following school(s):

(insert name of school or schools)

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: Comprehensive Support and Intervention 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 **Comprehensive Support and Improvement 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.

LEA:

The Board of Education commits to the following:

1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. 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.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. 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:
 - a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
 - b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
 - c. 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
 - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
 - e. 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:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
 - c. 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
 - d. Structured weekly collaboration time for ongoing data analysis by PLCs
 - e. Student and staff culture of learning
 - f. 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:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Timely dissemination of interim assessment data to teachers
 - c. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings
 - d. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
 - e. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
 - f. Student and staff culture of learning
 - g. 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

Anthony Carrillo
President, Board of Education Signature

2-22-18

Date

Raguel Reedy
Superintendent Signature

2/22/18

Date

Monica Aguilar

2-22-18

School Leadership Signature

Date

Appendix B: 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.

<i>Monica Aguilar</i>	<i>2-22-18</i>
Superintendent/Charter Director Printed Name	Date

<i>Monica Aguilar</i>	<i>2-22-18</i>
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.

<i>David E Peery</i>	<i>2/21/2018</i>
Board President Printed Name	Date

<i>David E Peery</i>	<i>2/21/2018</i>
Board President Signature (blue ink)	Date

Appendix C: Scoring Guide

CSI RFA Title I Sec. 1003[a] Scoring Guide	Points	Percent
I. LEA Organizational Culture	30	30%
A. LEA Overview	10	
B. Instructional Infrastructure	10	
C. LEA Support and Accountability	10	
II School Level Context	15	15%
A. School Overview	5	
B. NM DASH Plans	5	
D. Collaboration Structures	5	
III Evidence-Based Interventions	40	40%
A. Root Cause and Focus Areas	10	
B. Choice of Evidence-Based Interventions	20	
C. Sources of Evidence	5	
D. Theory of Action	5	
IV. Budget	15	15%
A. Budget Narrative	10	
B. Budget (Excel Files)	5	
Total	100	100%

I. LEA Organizational Culture: A: LEA Overview Points: 10 max		
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action. Does not describe a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, or assessment. 	<ul style="list-style-type: none"> Provides a partial or somewhat convincing description of the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action. Provides a partial or somewhat convincing description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and/or assessment. 	<ul style="list-style-type: none"> Provides a clear and convincing description of the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action. Provides a clear and convincing description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and assessment.
I. LEA Organizational Culture: B: Instructional Infrastructure Points: 10 max		
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not describe the process used to ensure alignment between grade level scope and sequence and the CCSS for ELA/Reading or math. Does not describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. Does not describe the LEA’s cycle of data-driven instruction or identify interim assessments being used. Does not describe the process used to ensure interim assessment alignment with CCSS at each grade level’s scope and sequence. Does not describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. Does not provide a schedule for 	<ul style="list-style-type: none"> Provides a partial/somewhat convincing description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading and/or math. Provides a partial/somewhat convincing description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. Provides a partial/somewhat convincing description of the LEA’s cycle of data-driven instruction and/or identification of interim assessments being used. Provides a partial/somewhat convincing description of the process used to ensure interim assessment alignment with CCSS at each grade level’s scope and sequence. 	<ul style="list-style-type: none"> Provides a clear and convincing description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading and math. Provides a clear and convincing description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. Provides a clear and convincing description of the LEA’s cycle of data-driven instruction including identification of interim assessments being used. Provides a clear and convincing description of the process used to ensure interim assessments alignment with CCSS at each grade level’s scope and sequence.

<p>administering common interim assessments in ELA and Math</p>	<ul style="list-style-type: none"> • Provides a partial/somewhat convincing description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. • Provides a partial/incomplete schedule for administering common interim assessments in ELA and Math 	<ul style="list-style-type: none"> • Provides a clear and convincing description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. • Provides a comprehensive schedule for administering common interim assessments in ELA and Math
<p>I. LEA Organizational Culture: C: LEA Support and Accountability Points: 10 max</p>		
<p style="text-align: center;">Insufficient (0 points)</p>	<p style="text-align: center;">Approaching (5 points)</p>	<p style="text-align: center;">Meets Expectations (10 points)</p>
<ul style="list-style-type: none"> • Does not identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. • Does not provide an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. • Does not describe/discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. • Does not describe the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (No analyses of evidence and leading indicator data to determine the impact of key strategies or planned/approved course-corrections as applicable) 	<ul style="list-style-type: none"> • Identifies only one or two specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. • Provides a partial/incomplete organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. • Provides a partial/somewhat convincing description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. • Provides a partial/somewhat convincing description of the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (May include analyses of evidence and leading indicator data to determine the impact of key strategies and/or planned/approved course-corrections as applicable) 	<ul style="list-style-type: none"> • Clearly identifies all specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. • Provides a comprehensive organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. • Provides a clear and convincing description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. • Provides a clear and convincing description of the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (Includes analyses of evidence and leading indicator data to determine the impact of key strategies and planned/approved course-corrections as applicable)

II. School Level Context: A. School Overview Points: 5 max		
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Does not describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC or Istation (if applicable). Does not describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, or ineffective as identified by the most recently released NM TEACH data. 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and/or Istation (if applicable). Provides partial/somewhat convincing description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and/or ineffective as identified by the most recently released NM TEACH data. 	<ul style="list-style-type: none"> Provides clear and convincing description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable). Provides clear and convincing description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NM TEACH data.
II. School Level Context: B. NM DASH Plans Points: 5 max		
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Did not submit a NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Did not submit a NM DASH Feedback Tool. 	<ul style="list-style-type: none"> Submitted a partial/incomplete NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Submitted a partial/incomplete NM DASH Feedback Tool. 	<ul style="list-style-type: none"> Submitted a completed NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Submitted a completed NM DASH Feedback Tool.
II. School Level Context: C. Collaboration Structures Points: 5 max		
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Does not describe the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length or a process and procedures utilized during collaboration meetings. Does not describe the systems in place for principal and/or other instructional leaders to support or hold teachers accountable for meeting effectiveness. 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and/or a process and procedures utilized during collaboration meetings. Provides partial/somewhat convincing description of the systems in place for principal and/or other instructional 	<ul style="list-style-type: none"> Provides clear and convincing description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and a process and procedures utilized during collaboration meetings. Provides clear and convincing description of the systems in place for principal and/or other instructional leaders to support and hold teachers accountable

	leaders to support and/or hold teachers accountable for meeting effectiveness.	for meeting effectiveness.
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III. Evidence-Based Interventions
A. Root Cause and Focus Areas **Points: 10 max**

Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, or identify focus area(s). 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and/or identify focus area(s). 	<ul style="list-style-type: none"> Provides clear and convincing description of 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).

III. Evidence-Based Interventions
B. Choice of Evidence-Based Interventions **Points: 20 max**

Insufficient (0 points)	Approaching 10 points)	Meets Expectations (20 points)
<ul style="list-style-type: none"> Does not identify interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. Does not determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school. Does not identify the school’s chosen intervention(s). 	<ul style="list-style-type: none"> Identifies only one or two interventions that may or may not meet the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. Provides partial/somewhat convincing determination of the interventions meeting the top three tiers of evidence that may be relevant and appropriate to the needs of the school. Provides partial/incomplete identification of the school’s chosen intervention(s). 	<ul style="list-style-type: none"> Clearly and convincingly identifies interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. Provides clear and convincing determination of the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school. Provides clear and complete identification of the school’s chosen intervention(s).

III. Evidence-Based Interventions
C. Sources of Evidence **Points: 5 max**

Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5points)
<ul style="list-style-type: none"> Does not identify any 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. 	<ul style="list-style-type: none"> Identifies unvetted or obscure 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. 	<ul style="list-style-type: none"> Identifies well vetted and reputable 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.

III. Evidence-Based Interventions

D. Theory of Action		Points: 10 max
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not detail a Theory of Action that will support implementation of the evidence-based intervention. 	<ul style="list-style-type: none"> Somewhat/partially details a Theory of Action that may support implementation of the evidence-based intervention. 	<ul style="list-style-type: none"> Clearly and convincingly details a Theory of Action that will support implementation of the evidence-based intervention.

IV. Budget:		Points: 10max
A. Budget Narrative		
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not provide a budget narrative and/or does not identify and explain proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Does not identify any other sources of income that will support and sustain the whole-school change described in this application. Does not describe the strategies for why or how the LEA/school will sustain these actions past the whole project period of the grant. Does not provide description or justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. Normal indirect cost may also be claimed at the PED-approved rate for the district. Does not provide a demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention. 	<ul style="list-style-type: none"> Provides a partial/incomplete budget narrative that identifies and explains some proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Identifies only one or two other sources of income that will support and sustain the whole-school change described in this application. For each major activity, provides partial/incomplete description of the strategies for why and/or how the LEA/school will sustain these actions past the whole project period of the grant. Provides partial/somewhat convincing description and/or justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district. Provides partial/somewhat convincing demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention. 	<ul style="list-style-type: none"> Provides an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Clearly and convincingly identifies all other sources of income that will support and sustain the whole-school change described in this application. For each major activity, provides clear and convincing description of the strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant. Provides clear and convincing description and justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district. Provides clear and convincing demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based

		intervention.
IV. Budget:		
B. Budget Forms (Excel File)		Points: 5 max
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Did not submit a Budget Summary Chart for the project period (six months of planning and two-years of implementation). 	<ul style="list-style-type: none"> Submitted a partial/incomplete Budget Summary Chart for less than the entire project period (six months of planning and two-years of implementation). 	<ul style="list-style-type: none"> Submitted a complete and detailed Budget Summary Chart for the entire project period (six months of planning and two-years of implementation).

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Comprehensive Support Improvement Schools (CSI) Budget Summary					
Budget Expenditures	FY 2018 (Year-One)		FY 2019 (Year-Two)		FY 2020 (Year-Three)
	Budget	Percent	Budget	Percent	Budget
School-Level Expenditures	\$ 76,527.00	100.0%	\$ 76,527.00	100.0%	\$ 76,527.00
Supplies and Materials	\$ -	0.0%	\$ -	0.0%	\$ -
TOTAL FUNDING REQUEST	\$ 76,527.00	100.0%	\$ 76,527.00	100.0%	\$ 76,527.00
LEA-Level Expenses (Indirect Costs)	\$ -	0.0%	\$ -	0.0%	\$ -
TOTAL BUDGET	\$ 76,527.00		\$ 76,527.00		\$ 76,527.00

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year-Three)	
Percent	
	100.0%
	0.0%
	100.0%
	0.0%

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year -One Planning Period for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
One full time position, including benefits - Check and Connect Coordinator	
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 76,527.00
Supplies and Materials	
none	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL YEAR-ONE FUNDING REQUEST	\$ 76,527.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-ONE BUDGET	\$ 76,527.00

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year -Two Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
One full time position, including benefits - Check and Connect Coordinator	
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 76,527.00
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL YEAR-TWO FUNDING REQUEST	\$ 76,527.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-TWO BUDGET	\$ 76,527.00

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year -Three Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
One full time position, including benefits - Check and Connect Coordinator	
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 76,527.00
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL YEAR-THREE FUNDING REQUEST	\$ 76,527.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-THREE BUDGET	\$ 76,527.00