Kansas

ESEA

School Improvement Section 1003(a) Funds

Grant Application Packet

Applications will be accepted February 14, 2025, to March 28, 2025, and will be reviewed in the order they are received.   Applications will NOT be accepted after the March 28, 2025, deadline.

Buildings identified as CSI, TSI, ATS, or ISI during the 2022-2025 cycle are eligible to apply.

Email completed application to:

essaquestions@ksde.gov

Kansas State Department of Education
Early Childhood, Special Education and Title Services

Kansas State Department of Education
ESEA 1003(a) School Improvement
Funds 2024-2025

Part I:

District Information

Please complete the information below. Check and sign the assurances.

A. Contact Information

USD Name and Number:	
Name and Title of District Contact for Grant Application	
Address	Telephone Number
City	Zip
E-mail Address	

B. Assurances

	The Statement of Assurances included in each district's Local Consolidated Plan Application Update which is signed by an authorized representative of the district and submitted for this school year is in effect for the duration of the ESEA 1003(a) School Improvement Grant.
	The applicant will comply with the ESEA, district and school level practices and supports as outlined by the Kansas Learning Network. (See attached Conditions.)
	The applicant will cooperate with Kansas Integrated Accountability Systems (KIAS) monitoring and KSDE.

Printed Name of Authorized District Representative	Title
Authorized District Signature	Date

Part II:
Building Information

Please complete a building information, resource allocation, allowable Uses, and budget page for each school.

School Name:	Building Principal:
School/Building Number:	Signature:

Section 1: Resource Allocation Review: **If the funds will be used to continue current work, the Resource Allocation Review is NOT required. If significant changes are being made to a current plan or something new is included for 1003(a) funds, the Resource Allocation Review is REQUIRED of all ISI buildings (Optional for CSI, TSI, and ATS buildings).**

Existing resources that may help with this information include but are not limited to: S066, LPR,

What is the school's per-pupil spending amount? KIDS, AMOSS, Building Report Card.	What is the district's per-pupil spending amount?

Please complete the following resources for each category. Utilize the most recently available data.

Student Information

Number of Students (Total)	
Demographic Information (Percentage or Total Number)	
• Economically Disadvantaged (measured by free or reduced lunch eligibility)	
• Students with Disabilities	
• English Learners	
• African American students	
• Hispanic students	
• White students	
• Asian students	
• American Indian or Alaska Native students	
• Native Hawaiian or Pacific Islander students	

• Multi-Racial students	

Staff Information

Number of Teacher (Total)	
• Teachers - Number with less than 2 years' experience	
• Teachers - Average years of experience	
• Teachers - Average teacher salary	
Number of Paraprofessionals	
Number of Special Education Staff	
Number of Counselors	
Number of Instructional Coaches	
Number of Administrators	

Building Funding Information

Total STATE and LOCAL Funds	
Total FEDERAL Funds	
Total OTHER Funds (Donations, Grants, etc.)	

Physical (Facility) Resources

Date of Construction	
Date(s) of Remodel	

Instructional Resources

How do you ensure all students have access to rigorous curricular materials that are aligned to standards?

What is the correlation between the school's proficiency in reading and math as it relates to the per-pupil spending?

After reviewing and reflecting on your allocation processes, what can or should district leaders and principals do in terms of resource allocation to improve student performance?

Section 2: Allowable Uses (Check Applicable Options) **REQUIRED** of all Buildings.

Implementing interventions that support the closing of the achievement gap. It is a matter of equity to seek out and leverage strategies that have been shown to reliably improve students' outcomes-- particularly for historically underserved students – where the Evidence-Based Intervention (EBI) was designed for, and its impact has been studied with the student populations to be served with the EBI.

Please select the applicable activities for the purpose of this grant. If you have questions concerning the expenditure, please contact our office.

- ☐ Hiring of additional staff to support implementation at the school level such as an instructional coach.
- ☐ Incorporating additional time for instruction such as before school, after school, summer school or by extending the school year and/or reimbursement for professional learning outside of contract time.

- ☐ Incentive pay for recruitment and retention of high quality teachers and leaders in identified Intensive Support and Improvement (ISI), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATS) schools.

- ☐ Instructional leadership development.

- ☐ Incorporating the process of data analysis to improve student achievement with an emphasis on data literacy and disaggregation.

- ☐ Implementing interventions that address the academic achievement problems identified for the school through ongoing root cause analyses.
- ☐ Adopting policies and practices that will ensure all groups of students will improve academically.
- ☐ Implementing effective family, caregivers, and community engagement.

- ☐ Supporting the purchase of supplemental curriculum to address student achievement that meets the Evidence-Based tier guidance.

- ☐ Supporting professional development on specific interventions to address student achievement (implementation and de-implementation).

- ☐ Structured literacy training and implementation.

All expenditures must comply with Section 8101(21)(A) of the Elementary and Secondary Education Act:

The term ''evidence-based'', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that:

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

      (I) strong evidence from at least 1 well-designed and well-implemented experimental study;

      (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental

      study; or

      (III) promising evidence from at least 1 well-designed and well-implemented correlational

      study with statistical controls for selection bias.

Total amount being requested: $_____

Program Name/Title: for each box checked above, provide the name of the applicable use.

Program Description: for each box checked, describe how this will improve student achievement.

Evidence-Based Citation: for each box checked, provide the link or source that supports the evidence-based criteria as listed above.

Section 3: Budget Information

School Improvement Budget 1003(a)

	1000 Instruction	2100 Support Services-Students	2200 Support Services-Staff	2400 Support Services-School Administration	2700 Vehicle Operation Services	3300 Community Services Operations	3400 Student Activities
100 Personnel Services-Salary							
200 Employee Benefits							
300 Purchased Professional & Technical Services							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies and Materials							
700 Property							
800 Other							
Indirect Cost							
Total							

Conditions

The applicant will coordinate and collaborate with the Kansas State Department of Education and the Kansas Learning Network Director and Implementation Coaches.

This includes:

- Maintain plan in KansaStar online platform with actionable tasks.
    - Maintaining a leadership team, including the principal, focused on development and implementation of the school improvement plan to address root causes.
    - Continuously assess, create, and monitor data for continuous improvement.
- Engage in support for creating, clarifying, and/or refining clear communication structures.

- Continuously report and reflect on progress.

- Conduct onsite learning walks to monitor implementation progress.