I. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: Carson City School District	Applicant's NCES District ID[2]: 3200390
Applicant's Mailing Address: PO Box 603, Carson City, NV, 89702	
Employer Identification Number: 88-600130	Organizational DUNS Number: 184211134
Race to the Top – District Contact Name: (Single point of contact for communication) Dr. Steven Pradere	Contact Position and Office: Director of Grants and Special Projects
Contact Telephone: (775) 283-2012	Contact E-mail Address: spradere@carson.k12.nv.us

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Richard Stokes	Telephone: (775) 283-2100
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Richard W. Stokes	Date: 24 Oct. 2012
Local School Board President (Printed Name): Steve Reynolds	Telephone: (775) 750-8244
Signature of Local School Board President:	Date: Oct. 24, 2012
President of the Local Teacher's Union or Association, if applicable (Printed Name): Brian Wallace Brian A. Wallace	Telephone: (775) 283-2600
Signature of the President of the Local Teacher's Union or Association:	Date: 10-24-2012

[1] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

I. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

__✓__ **Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

__✓__ **Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

__✓__ **Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

__✓__ **Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 4,085. The total Race to the Top – District grant funds requested is $ 10,000,000.00, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

✓ $5-10 million - 2 ,000-5,000 participating students

_____ $10-20 million - 5,001-10,000 participating students

_____ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

___✓___ The applicant meets the definition of local educational agency (as defined in this notice).

___✓___ The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

___✓___ This application is the only Race to the Top – District application to which the applicant has signed on.

___✓___ This application serves a minimum of 2,000 participating students (as defined in this notice).

___✓___ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

___✓___ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);
(B) A principal evaluation system (as defined in this notice); and
(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

___✓___ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and
(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable

information in students' education records complies with FERPA.

___✓___The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

___✓___ State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments *OR* evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part_____, from pages_____to_____of the proposal.) Comment period was met. The State did not offer any further changes to application. Letters of support are included in signature pages and attached letters of support.

___✓___ Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part_____, from pages_____ to_____ of the proposal.) Comment period was met. Mayor did not offer any further changes to application. Letters of support are included in signature pages and attached letters of support.

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): Richard Stokes	
Signature of Superintendent or CEO of the LEA: Richard W. Stokes	Date: 24 Oct. 2012

II. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub-awards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin,

disability, and age) that impede access to, or participation in, the program.

- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81–General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Government-wide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Government-wide Debarment and Suspension (Non-procurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Richard Stokes	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Richard W. Stokes	Date: 24 Oct. 2012

CARSON CITY, NEVADA

CONSOLIDATED MUNICIPALITY AND STATE CAPITAL

October 12, 2012

To whom it may concern:

The Mayor's office of Carson City would like to extend its overwhelming support to the Carson City School District in its submission of the Race to the Top grant application. The funds that will be gained have the potential to greatly expand the college and career opportunities for the students of Carson City.

Thank you for your consideration of this matter.

Sincerely,

Robert L. Crowell
Mayor

Robert L. Crowell, *Mayor*
201 North Carson Street, Suite #2, Carson City, Nevada • 89701
(775) 887-2100 • Fax: (775) 887-2286
e-mail: bcrowell@carson.org

JAMES W. GUTHRIE
Superintendent of Public Instruction

HORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and
Evaluative Services

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SATELLITE OFFICE
ADDRESSES / MAPS
http://www.doe.nv.gov

October 19, 2012

Richard Stokes
Superintendent of Schools
Carson City School District
1402 W. King Street
Carson City, NV 89702

Dear Mr. Stokes:

This letter serves as the Nevada Department of Education's support of the Carson City School District's Race to the Top – District (RTT-D) grant application.

Carson City School District's effort to restructure the educational services provided at the secondary level, which consists of Carson High School, Pioneer High School, Carson Middle School and Eagle Valley Middle School, is commendable. Through this effort the district will:

- redesign its curriculum and assessment system,
- upgrade the student data system,
- enhance the quality of service provided by teachers and administrators, and
- turn around the district's lowest performing schools.

Which in turn will allow every student, from every subgroup, to meet the college and career expectations when they graduate from the Carson City School District.

The Nevada Department of Education supports this initiative because it aligns with our own vision of "Success through Learning." It is our responsibility and mission to ensure opportunity, facilitate learning, and promote excellence at all levels across the great state of Nevada. We look forward to working with the Carson City School District as they expand upon their Learner-Centered Organizational Improvement Model, which was originally developed by the district in 2009 to provide appropriate learning opportunities that successfully lead to student mastery.

On behalf of the Nevada Department of Education, we fully endorse the Carson City School District's Race to the Top – District grant application.

Sincerely yours,

James W. Guthrie

(A)(1) Articulating a comprehensive and coherent reform vision *(10 points)*

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

(A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

(A)(3) LEA-wide reform & change (10 points)

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

(A)(4) LEA-wide goals for improved student outcomes (10 points)

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

(a) Performance on summative assessments (proficiency status and growth).

(b) Decreasing achievement gaps (as defined in this notice).
(c) Graduation rates (as defined in this notice).
(d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:
(e) Postsecondary degree attainment.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

Recommended maximum response length: Eight pages (excluding tables)

(A)(1) Articulating a comprehensive and coherent reform vision:

The Carson City School District has developed this application to build a comprehensive transformational model that will restructure educational services provided at the secondary level. Through this effort the district will redesign its curriculum and assessment system, upgrade the student data system, enhance the quality of service provided by teachers and administrators, and turn around the district's lowest performing schools. This effort will allow every student from every subgroup in every content area to meet college and career expectations when they graduate from the district.

As part of this application the Carson City School District has provided additional background in Appendix (A)(1) (pg. 223 Carson City students meeting common core expectations). This information will provide a summary of education in Nevada and in Carson City. The district is facing some unique challenges and gathering this information prior to reading the application will help the scorer to have a stronger understanding of this project and the critical need that this project addresses.

1. Standards: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

Aligned Curriculum and Assessment System: The district will create an aligned curriculum and assessment system that will provide a rigorous pathway through the district's secondary school system. Each course will have common comprehensive post assessments and students who master this material will leave the district college and career ready. The district will also possess common unit assessments that will allow students to demonstrate mastery in various ways. Finally, the district will verify that the series of courses offered in each department will be vertically and horizontally aligned. The district will map the curriculum backwards from college entrance down to the fifth grade level. In order to do this effectively the district will seek a partnership with the university system to bring together experts from the secondary and post-secondary arena to make important decisions related to curriculum and expectations. All content areas will be addressed in this process.

Staff Understands and Can Articulate Learning Targets: Staff members must be clear about the learning targets and how they will be measured if they are going to move students to mastery. Common classes will have common learning targets and expectations. Staff members who teach common courses will come together to set the learning targets and the methods of assessment for each class. The district believes that having classroom instructors complete this task with a highly skilled facilitator will allow the teachers to deeply understand the learning targets, and the district will have an aligned curriculum and assessment system that can provide the pathway for every student to reach mastery. This work will be completed in all classes and all content areas.

As part of this process, performance expectations will be set for each unit of study. Results will be collected during the delivery of the unit and this data will form the foundation of the student data system. Performance information will be organized by standard mastery. The system will be designed in a way that will allow stakeholders to monitor how often a student encountered a specific standard and how well they performed on the related skill connected to it.

Learning Expectations – Student Engagement: Every course will have a published set of learning goals that will be used by students to identify their learning targets and monitor their individual progress throughout each unit of study. These documents known as learning guides will help all stakeholders to clearly understand learning expectations at any given point in time. Students will receive a learning guide at the beginning of each unit. The teacher will review the guide with their students focusing specifically on what knowledge and skills will be required and how the student will demonstrate mastery within the unit. Students will be able to use the learning guide to determine if they are on target or if they need to make changes in order to successfully complete each unit. Students who do not reach mastery at the conclusion of the unit will have the opportunity to receive additional support so that they will be able to reach their mastery targets within a reasonable amount of time.

Academic and Career Development: The district will utilize a career cluster model to create school-within-a-school small learning communities in each of its high schools. The clusters are built on the following focus areas; Agriculture, Business, Family and Consumer Science, Health Occupations, Informational Technology, and Trade and Industry. The districts vision is to have students travel along the traditional college pathway and at the same time pursue their career interests by working through one or more of the career cluster options. Students will be required to excel in both the traditional academic arena and the school to career arena. This duel foundation will prepare students to face global expectations.

Counseling Services: Counselors will be expected to provide academic and career guidance to every student. In this system a counselor will provide training to teachers and students on academic and career expectations. The district will develop a student electronic portfolio that will be used to provide information to students and parents about academics, school to career, and college expectations. This portfolio will be available twenty four hours a day and will update the data system as soon as information becomes available. Counselors will use the portfolio as an informational anchor and training point for students and parents.

Parents Engagement: Parents will have access to academic and career requirements throughout their child's educational career. Parents and students will receive specific training and ongoing support throughout their child's secondary career. This training will help parents and students to make informed decisions about their educational future. Parents will be able to access the student data system and determine if their students are meeting academic expectations in all courses. The data system will provide specific mastery data and parents will be able to identify where they can support their student's learning as needed. This is much more than making grades available. This is about listing specific knowledge and or skills and parents will be able to react to the information in a way that will enhance a student's ability to demonstrate mastery.

Student Support: Students will be assessed to determine their basic math and reading skills utilizing the Measures of Academic Progress (MAP) as soon as they enter the district. Students will be assessed at least two times per year grades six through nine. Results will be used to determine if the students are able to demonstrate grade appropriate skills in reading and mathematics. Students who are performing below grade level will receive intense remediation within the classroom. Students who require further support will receive remediation outside of

the core classroom. This double dose scenario will allow the student to keep working toward mastery in the regular classroom, but will also be receiving targeted support that will improve basic skills. This additional remediation may arrive in the form of an additional course or may be part of a before or after school remediation program.

2. Data systems: Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction;

This project will see the development of two intertwined data systems that will support stakeholders to build a data driven environment within all participating schools. These data systems include a student electronic portfolio and a student unit mastery data system.

The student e-portfolio will be used to address the longitudinal pathway that students will follow from middle school through graduation. This portfolio will house both academic and career requirements from grades six through twelve. The system will be updated weekly as students reach mastery or complete a required course. Within the system both college and career components will be monitored.

The student unit data system will be used to monitor student mastery of standards based learning targets within each classroom. This system will be used to track student progress within each unit. These results will provide teachers and administrators a window into the overall skill of each student. Since these results are spread across all classrooms and all grade levels student support can be provided across all content areas. Results will be used by teachers to improve instruction. The data will be used in common course PLC's and by administrative staff to monitor student progress over time. This system will also house all critical academic and remediation information about each student. Finally, parents will have access to their child's data and will be able to make decisions as to what additional assistance might support ongoing progress of their student. This centralized data warehouse will be easy to access and use and is a true example of a transparent data system.

3. Strong Teachers: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most

The single greatest factor in the success or failure of a student is the quality and preparedness of the classroom teacher (Darling-Hammond, 1999). In order for all students to demonstrate mastery at college and career ready levels the organization's teaching staff must be made up of members who are highly qualified and have the ability to move students to mastery within a standards based system.

Effective Teachers: As part of its improvement projects the school district has identified that it's most effective teachers measure their performance in the classroom based on how well their students are able to perform the targeted curriculum when called upon to do so. This belief system does not appear to be held by all teachers. There appears to be two primary teacher stances. The first is a Delivery Stance in which a teacher measures his or her success by how effectively they have presented a lesson. This teacher plans a lesson that focus on presentation. The lesson is delivered and students are expected to master the content based on what is presented. In many cases, a teacher who works in a delivery stance does not check for understanding or verify mastery, they simply assume that students have gathered the critical

knowledge. Once the unit of study is presented then the student is assessed and the teacher moves on. In contrast, we classify our most effective teachers as Learner-Centered. They measure success differently. They plan lessons from the perspective of the student. They are clear about what the student must master and how they are to develop learning experiences so that students will demonstrate mastery throughout the unit. Learner-Centered Teachers are constantly checking for understanding and providing feedback to students so that they can individually monitor progress throughout the unit. The Learner-Centered teacher plans, delivers, and assesses instruction in a completely different way. Though common sense tells us that all teachers measure their success in this way, initial research does not support this. This belief system has been defined as Teacher Stance. As a district we believe that teacher stance is malleable and that with support all teachers will begin to measure success by how well their students are able to demonstrate knowledge and or skills when called upon to do so.

Hiring Practices: In order to build a team of Learner-Centered Teachers the district will utilize a performance interview process that will require the applicants to describe their planning and instruction processes. They will also be required to present a demonstration lesson and work with other candidates in a simulated professional learning community setting. Finally each applicant will be asked to describe their potential impact on the students they will serve in their classroom.

Training: A high percentage of current staff members operate from a deliver stance. The goal of the district is to develop exceptional professional development opportunities for its current staff. The district has seen through several of its transformation projects that high quality professional development can change the way teachers plan and deliver high quality learning opportunities. If this project is funded the district is planning on hiring twelve Implementation Specialists who will facilitate a majority of professional development for the life of this project.

Rewarding and Retaining: The goal of the district is to build an educational system that is built on student success. Teachers who measure professional achievement in the success of their students will find great value in this system. The organization will recognize and reward teachers who are able to move students to close the achievement gap and to meet the academic expectations set forth. As the Carson City School District organizational capital grows, the ability to retain its best teachers will follow.

Administrators: Second only to the teacher, the site administrator is critical to the educational success of an organization. Each administrator will be asked to serve in the role of educational leader. Administrators will receive specific training that will help them to create data driven environments and support systems for teachers. They will receive one-on-one mentoring from district office staff and from program specialists. This additional support will prepare each administrator to lead this initiative at the site. The district leadership team has participated in the University of Virginia's school turn around project. The district will be bringing each of the components of that program to the school sites identified in this project.

Teacher and Administrator Evaluation System: The development of a quality curriculum and assessment system described in this application will also provide a foundation to develop and improve the teacher evaluation system that can include a student achievement component. As part of the Eagle Valley SIG project the district has developed a teacher evaluation system that is being piloted. A high quality student data system will provide reliable student achievement data that can be used to support the teacher and administrator evaluation. The focus of this project is

to improve instruction and with the inclusion of student achievement data teachers and administrators who perform effectively will be recognized in this system.

4. School Improvement: Turning around the lowest achieving schools.

Transformation: High performing schools possess critical organizational capital that can be used to leverage academic success for all students. The district believes that if an organization develops the correct elements they will be able to create organization pressure that will support the development of learner-centered practices in every classroom. (The table presented on pg. 28, **(B)(1) Figure I** presents the key attributes of a Learner-Centered organization.)

When this program is fully implemented the participating schools will possess an aligned curriculum and assessment system that will provide an accurate path that will lead students to mastery of college and career ready standards. Instructional practices will be designed to move every student to mastery. Professional learning communities will have the data necessary to support student learning in all courses. Parents will have access to student data and are clear about college and career ready expectations and know where their child stands along that continuum. (See Appendix (A)(2): Learner-Centered Model pg. 229)

(A)(2) Applicants Approach to implementation:

Description of the process:

The district undertook a comprehensive review process to consider the curriculum, instruction, assessment, and leadership components of each school site district wide. After completing this review and following the recommendations of the Race to the Top development team, the district selected each of its four secondary schools to be served by this grant.

Targeted Population: The Carson City School District is building this application to seek funds to transform each of its secondary schools. Carson High School is a twenty-two hundred student comprehensive high school, forty-six percent of its students qualify for Free and Reduced Lunch. The school has not made adequate yearly progress for two consecutive years. The school does not possess an aligned curriculum or assessment system and more than fifty percent of its population that moved on to the post-secondary education required remediation. Pioneer High School is an alternative high school that provides services to students who are not performing in the traditional setting. This campus is primarily considered a credit recovery alternative school. Students are placed at the site in most cases so that they can overcome low performance or credit deficiency. Utilizing a combination of online and on campus environments students are supported in the process of accelerating courses and moving from a drop out to a graduate status. Unfortunately only 54.2% of the students enrolled at the site move on to graduation. Most of the students who attend school on this campus are transfers from Carson High School. Carson Middle School is a year three need-of-improvement middle school that is providing services to approximately eleven hundred students. This school has not made adequate yearly progress for three consecutive years. Finally, that leaves Eagle Valley middle school, this school has a strong foundation, but is still working to enhance its system and move a higher percentage of students to mastery in all courses. The district is seeking additional funds to improve its educational model as well the teacher practices of its individual teachers.

Each school identified in this project must improve both structures and practices if they are going to build a Leaner-Centered environment that will move all student's to mastery. Without significant reform, each of these schools will continue to fail to meet the needs of every student. The district is aware of the challenges that each of these schools face but does not possess the fiscal resources to make these changes. Funds sought through this grant process have the potential to change the educational opportunities for each student. With this plan fully implemented the district has the potential to move every secondary student to college and career ready status in just three years.

Transformation Office – Administrator on Special Assignment (AOSA): The district will open a transformational department that will be housed within the district office. This department will be headed up by an Administrator on Special Assignment (AOSA) who will be recognized as a highly skilled administrator who has the ability to coach site administrators and teachers to fully adopt practices highlighted in this initiative. The AOSA will facilitate and supervise projects at Carson High School, Pioneer High School, Carson Middle School, and Eagle Valley Middle School.

The district will also form a leadership team known as the Transformation Office Leadership Team (TOLT) made up of the Superintendent, Associate Superintendent – Human Resources, Associate Superintendent – Educational Services, Director of Accountability, and Director of Grants. This group will be closely monitoring success of the project. The TOLT will look at structural development of the project as well as student performance data when it becomes available and will work with the AOSA to provide district level support at each school site. The TOLT is not an implementation team, but it is a supervisory team and will use its influence to support, gather resources, and enhance the work of School Support Teams (SST) that will serve as the implementation teams at the sites. This group will meet on a bi-weekly basis and will begin work in January 2013 if the grant is approved.

School Support Teams (SST): Each school site will have a school support team that will be made up of three team members from the transformational office including the AOSA. In order to manage the projects the remaining transformational team members will be spread across all four school support teams. All transformational team members will be available to support an SST when called upon to do so. The SST will also include the site administrators and implementation specialists. This team will be responsible for the day to day implementation of the plan at each site.

Implementation Specialists: The district will hire twelve Instructional Coaches or Implementation Specialists who will work with teaching and administrative staff to rebuild the curriculum and assessment system. This group will also facilitate improvement in classroom instruction, work in PLC's and the use of data to improve academic performance for all students. Eagle Valley Middle School hired two instructional coaches as part of its SIG project. The district will also hire one additional counselor to be housed at Carson High School that will help develop a longitudinal student planning and performance system.

TOLT and SST Teams Bi-Weekly Implementation: In order to bring these projects to life the district will be scaling up the practices that it utilized to support the Eagle Valley SIG project. The Transformational group will meet bi-weekly to provide support to each of the participating schools as they move through the implementation process. In these meetings each portion of the project will be identified and progress evaluated. SST teams will also meet bi-weekly to

implement the programs on site. These meetings will be used to support implementation and to direct resources as needed.

Counselor Duties: Counselors will be required to expand their duties to address career counseling in a more comprehensive way. They will meet weekly on each site to support both longitudinal and in course success of students. The counseling PLC will meet monthly as a secondary group to address across campus needs of students in this model. A site administrator and the AOSA will also be part of this team.

Career Counselor Teacher on Special Assignment (CCTSA): This person will be assigned to make the school to career connections for students in the community. The district will also hire three additional paraprofessionals that will also provide support in this area. The CCTSA will be part of the counseling group meetings when they focus on school to careers. These staffing choices are critical to full implementation of the plan and will be further described later in the application.

The personnel and collaborative teams introduced above will provide the organization capital to adopt the project described in this section. These groups do not currently exist except at Eagle Valley Middle School. The district will utilize all of its historical expertise to transform each of the project schools into high performing schools.

LEA System-wide Change and Reform:

The district has developed an exemplary plan to address the adoption of standards and assessments that are aligned to college and career ready standards, update the student data system so that all secondary schools can use data to drive instruction, train and develop teachers and administrators so that each is highly effective and turn around the districts lowest performing schools. The district has clearly demonstrated the ability to turn around two of its persistently low performing schools, Empire Elementary and Eagle Valley Middle School. This plan will scale up those initiatives and allow the district to create exceptional individual learning environment for each student.

Curriculum Realignment and Design aligned with Common Core:

This project will allow the district to redesign its curriculum and assessment system in order to create a rigorous pathway to mastery of common core standards. This aligned curriculum will provide a pathway for every student to reach college and career ready expectations. As part of this process common assessments will be developed for common classes and student progress toward mastery will be effectively monitored. Students who are not meeting expectations will receive interventions in the classroom and when necessary outside of the classroom environment. The district believes that every classroom is important to the development of its students. This project will allow every classroom in every content area to establish high quality learning targets and assessments to measure mastery. This expands the system beyond the tested subjects of ELA and Mathematics to all courses offered at all grade levels. The goal is to map backwards from the college freshman level down to fifth grade. Through this process the district will building specific pathways for students to follow so that college and career readiness is a reality across the spectrum. When fully implemented every child will know the expectations and be provided the support to meet them.

Student Data System:

The district currently has an exceptional student performance data system in place at Eagle Valley Middle School (see appendix (C)(1) and (C)(2) Sample student data systems pg. 235). This data system identifies student performance on local and state assessments. This system also includes the demographic make-up, special population classifications, and planned interventions. As you can see from the example it is a one stop shop where teachers and administrators can see real time progress of students and the related services they receive. This system is updated weekly and has been successfully used to monitor progress and provide timely interventions. Eagle Valley also boasts a secondary data system that can be used to verify student mastery on each unit of study. The data system allows teachers and administrators to see if students are meeting mastery standards in each course. This is much more important than looking at grade percentages because grade percentages can be inflated or deflated based on different activities in the class. The mastery system identifies specific targets and reports if students have met those targets. This system separates the Carson City School District from many other school districts in Nevada and across the country. The district has the ability to monitor student mastery for every student in every course grades six through 12 (Eagle Valley Middle School only). This allows the student's individual education plan to span the spectrum of all courses. Currently the district can perform this review at one site, but full implementation of this project would expand this to all four secondary sites.

Being college and career ready means that a student is developing both college and career components. This application is designed to provide students exceptional opportunities in both the college and career arena. Students will have the opportunity to take a full set of college preparatory courses as well as a full battery of career courses building a strong foundation in both areas. Carson City School District's career clusters include Agriculture, Business, Family and Consumer Science, Health Occupations, Trade and Industry, and Information Technology.

The district will develop an e-portfolio system that will allow students to see progress towards college and career readiness. The online based e-portfolio will allow students and parents to review requirements and see progress towards meeting those requirements. This portfolio will be easy to access and easy to load. Information will be uploaded on a weekly basis just as it has at Eagle Valley Middle School. This application will provide funds to enhance Eagle Valleys program as well as expand the program to the remaining secondary sites.

As defined in this application the district will be hiring some key personnel. This includes an administrator on special assignment to facilitate the entire project, twelve implementation specialists to provide the basic professional development to each staff member so that they can implement each component of the model. The district will also be hiring a school to career teacher on special assignment and three paraprofessionals to align students with community experiences related to their chosen career cluster path.

This entire initiative will lead to significant improvements in district practices. The district is confident that if the resources provided in the RTT-D application will support the development of an individualized educational environment. The system will allow every single student the opportunity to meet college and career expectations. Evidence presented in the next section regarding the work at Eagle Valley and Empire Elementary defines the district's ability to make this vision a reality. The district does understand the infrastructure necessary to make this vision

a reality, but most of the structures listed above are not in place and will require RTT-D funding to bring the ideas to fruition.

Schools Selected for this Project:

Carson High School
1111 N. Saliman Road
Carson City, Nevada 89701

Pioneer High School
225 East Park Street
Carson City, Nevada 89706

Carson Middle School
1140 West King Street
Carson City, Nevada 89703

Eagle Valley Middle School
4151 East Fifth Street
Carson City, Nevada 89703

Goals for student outcomes:

Status and Growth: The district utilizes the Nevada Criterion Reference Test (CRT) to measure proficiency in reading and math at grades six through eight and the Nevada High School Proficiency Exam to address math and reading proficiency at the high school level. The results of these assessments are only available at the conclusion of each school year and cannot be used to plan for interventions or provide direct support to students. The district has selected the Measures of Academic Progress (MAP) assessment as an alternative data source. MAP results can be correlated to scores earned on both the CRT and HSPE exams and results are available within twenty four hours. MAP results also provide critical remediation data so that teachers can use the information to provide much needed support to students they serve. As part of this grant the district will be utilizing both CRT/HSPE and MAP assessment results. The tables presented on pgs. 16-21 demonstrate the district's current status along with the performance targets that have been set for this project.

The district will be considering both status and growth when looking at performance on both the MAP and CRT/HSPE assessments. Since each individual student will have a separate growth targets the district did not create a separate table to address growth. The district will be closely tracking growth of each student and will report those results yearly as part of this project.

Growth Targets CRT/HSPE: Nevada utilizes a growth model for students who take the CRT and HSPE exams in reading and math. In order to select the correct growth targets the district considered numerous sources including WestEd (2011) who recently completed a study that identified students who meet an "exceed standard" rating on the HSPE or CRT exams in reading and math do not require remediation at the college level in those subjects. Students who perform at "meet standards" or below are highly likely to require remediation at the college level. Armed with this information the district will utilize the following growth targets in math and reading:

- Students who earn an *"exceed standards"* will be expected to grow at the same rate as their peer group.
- Students who earn a "meets standards" or below rating will be expected to grow at a faster rate than their peer group. The hope is that students can make up to one and one half years growth so that they can meet expected targets within a reasonable period of time.

Growth target on MAP: On the MAP assessment NWEA set national norm growth targets based on the Rausch Unit Scores (RIT) and student growth on this exam will follow that of their peer group. This assessment is taken by millions of students and the growth targets are much more stable than those of the Nevada System. The following targets are set for each group:

- Students who earn an *"exceed standards"* will be expected to grow at the same rate as their peer group.
- Students who earn a "meets standards" will be expected to grow by one or two RIT points more than their peer group. In most cases this growth over a three year period will put students close to achieving and "exceeding standards" rating within three years.
- Students who perform below the *"meets standards"* rating will be expected to meet their peer growth target and to reduce the RIT point gap by one third. The goal is to move every student to an *"exceed standards"* rating within a three year period.

The MAP assessment is only administered grades six through nine, so providing a three year window would provide the appropriate timeline for all students to meet college and career ready standards within a three year period.

Status and Growth Common Unit Assessment Results: The district will be utilizing a mastery system to determine if students master content on each unit of study in each course across all grade levels. Currently Eagle Valley is utilizing an 85% proficiency model for this target. This means that the goal for every student on every post unit assessment is to demonstrate mastery at a level of 85% or higher on each element of the assessment. This target has worked well for this school and has been used to set benchmark standards for each classroom in all content areas. The district will be setting similar achievement targets at each of participating sites. The targets will range between eighty and ninety percent proficient for each unit at each site. (The district will have to field test the common unit assessments prior to finalizing the base target, however eighty percent will be the lowest value that will be acceptable to use as a mastery target). Though the ideal is that one hundred percent of the material must be mastered by each student, realistically eighty to ninety percent will work better. The system requires that students see content multiple times so if a student deeply understands eighty percent of the content the first time they go through the unit, the knowledge gap lessens each time the student interacts with related material. The opportunity for students to see a concept in a variety of ways will build their long term knowledge and understanding of each learning target.

Closing the achievement gap:

CRT/ HSPE and MAP Assessments Reading and Mathematics: This plan is designed to promote college and career level performances for all students (see tables page 21-25). The district has identified the targets for gap reduction on the ELA and mathematics CRT, HSPE, and MAP assessments. The districts goal is to completely close this achievement gap for all sub groups by spring of 2017. The district plan provides a road map that will allow every student to succeed. High performing students will be allowed to accelerate through enrichment and course selection. This may include taking more advanced courses along the way. Students that are meeting expectations will be encouraged to move to an "exceed standards" level so that they will meet

college ready standards at graduation. Finally, the students who are performing at the lowest levels will be expected to grow at rates that will allow them to catch up within a year or two.

Common Unit Assessments: The district is seeking to have all students meet mastery, including all subgroups in each subject area with the curriculum map from call from fifth grade through college up to college student mastery. Success in each unit will propel each student towards college and career readiness in every subject area. As the system comes on line at all four sites the district will identify the achievement gaps and will update goals each year in order to close those gaps. The district believes that it can realistically move all students to mastery levels in all content areas and all courses.

(A)(4)(C) Graduation Rates:

The district graduation rates for the IEP, LEP, and FRL subgroups are extremely low. The district's plan to provide individualized attention to every student will significantly reduce the achievement gaps. The district must increase graduation rates by sixty percent for the IEP subgroup, fifty five percent for the LEP subgroups, and thirty five percent for the FRL subgroups. The student data system described earlier will play a critical role in this process. The district's ability to monitor student progress in each class and to verify the students are receiving necessary interventions is extremely important. At the conclusion of this project, the district believes that there will be no variation between the whole group results in the sub group results when describing graduation rates for the Carson City school district in the spring of 2017.

(A)(4)(D) College Enrollment:

College enrollment rates for the Carson City school district are extremely low. Approximately fifty percent of Carson City's graduates enroll at in-state universities and/or community colleges. Unfortunately more than half of these enrollees require remediation in one or more courses. As part of this project the district will significantly increase the number of students who enroll in post-secondary educational programs. In addition the district will make every effort to reduce the remediation rates of that population.

The district has clearly defined its vision and learning targets related to this grant. By building a common curriculum and assessment system to measure student progress over time, establishing a student data system or database that can be used by teachers and administrators to improve instruction, providing Learner-Centered training to teachers and administrators, district staff will be able to push students to close the achievement gap and meet college and career ready expectations. The project developed at Eagle Valley and Empire Elementary demonstrates district ability to move students from low performing to high performing status. This plan provides the foundation for the district to move all secondary schools to high-performing status and will create an individualized learning environment that will allow every student to meet college and career ready expectations.

(A)(2) Applicant's Approach to Implementation (Note to applicant: Add more rows as needed)

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA *(Column relevant for consortium applicants)*	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Carson City School District	*Carson High School*	9-12	98	2141	2141	964	964	2141	100%	45%	100%
Carson City School District	*Pioneer High School*	9-12	15	176	176	86	176	176	100%	49%	100%
Carson City School District	*Carson Middle School*	6-8	89	1,172	1,172	574	574	1,172	100%	49%	100%
Carson City School District	*Eagle Valley Middle School*	6-8	46	620	620	326	326	620	100%	53%	100%
TOTAL		6-12	248	4,109	4,109	1,950	1,950	4,109	100%	48%	100%

(A)(4) LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)
Carson City School District
Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): • The Nevada Criterion Reference Test (CRT/HSPE): Summative assessment CRT/HSPE Reading and Math (ESEA) (Status and Growth) • Measures of Academic Progress (MAP): MAP in the areas of reading and mathematics (Status and Growth) • Common Unit Assessment Results (CUAR): One of the exceptional opportunities that this application will provide is the opportunity to expand status and growth in all subject areas. The district will utilize common unit assessment results to measure both status and growth as part of this project. (Status and Growth) Methodology for determining status (e.g., percent proficient and above): • The Nevada Criterion Reference Test (CRT/HSPE): The Nevada CRT/HSPE exam will be used to measure status (ESEA). The district will report the number and percentage of students who have met adequate yearly progress. • Measures of Academic Progress (MAP): The district completed a comprehensive correlation study between base line Rausch Instructional Targets (RIT) scores earned on the MAP assessment and successful passage of the Nevada CRT/HSPE proficiency exam. The district will utilize the MAP assessment to measure status. • Common Unit Assessment Results (CUAR): The percent of students who have demonstrated mastery on common unit assessments in all content areas and identified subgroups. Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): The district will be utilizing growth as in order to close the achievement gap. • The Nevada Criterion Reference Test (CRT): The district will utilize the peer growth model that has been developed by the Nevada Department of Education to consider growth. The district will also look at the number of proficient students. Both models will play an important role in this project. The district will look at the individual compared to their peer group. The starting point of each student will be considered, if a student is exceeding standards then they must meet growth rate of their peers, if a student is meeting standard or below the district is attempting to accelerate student growth rates. As part of growth the district is seeking to reduce the achievement gap between the school wide group and the IEP, LEP, and FRL subgroups. are meeting standards or below the dis its peer group then the district will attempt to move students at a grade level and In this • Measures of Academic Progress (MAP): The MAP assessment sets nationally normed growth targets and the district will be utilizing these scores to verify growth in reading and math. The district will identify base RIT scores, and projected growth rates to determine the amount of growth each student must make. Like the CRT assessments students performing above grade level will be expected to grow with the peer group. Students who are equal to grade level skills will also be expected to meet peer level growth. Students

performing below grade level mastery targets will be expected to grow at a greater rate than their peer groups. Since each student has a base rate and the growth rates are variable based on the starting point the table below will only be listing growth instead of an actual value.

- Common Unit Assessment Results (CUAR): The district will be establishing a baseline for the percent of students who earn mastery in every course and every grade level based on the culmination of post unit assessment scores. The baseline will include all students who take a specific course. The district will compare the baseline score between the whole group and the ESL, IEP, and FRL subgroups. The district will also conduct correlation studies between the number of proficient students on CUAR and the number of students who are proficient on the MAP and CRT exams in the areas of reading and math. This will also occur in science on the state CRT exam. Once the baseline is established then the district will set goals for closing the achievement gap for the whole group and each subgroup if necessary.

Status Carson Middle School Grades 6-8								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	ESEA Target	53.66	56.43	59.19	61.96	64.73	67.49	70.26
ELA Nevada Criterion Reference Test (CRT) % of proficient students	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	26.88	26.55	35.00	48.00	64.73	70.00	75.00
	LEP	41.67	40.67	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	48.57	58.00	64.00	68.00	73.00	76.00
	ESEA Target	67.35	69.98	72.61	75.24	77.87	80.50	83.13
Mathematics Nevada Criterion Reference Test (CRT) % of proficient students	OVERALL	82.68	83.30	84.00	85.00	86.00	87.00	88.00
	IEP	59.42	54.87	66.00	76.00	82.00	86.00	88.00
	LEP	73.24	77.67	80.00	83.00	85.00	87.00	88.00
	FRL	75.78	77.82	81.00	85.00	86.00	87.00	88.00
Measures of Academic Progress (MAP) Assessment ELA	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	26.88	26.55	35.00	48.00	64.73	70.00	75.00
	LEP	41.67	40.67	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	48.57	58.00	64.00	68.00	73.00	76.00
MAP Assessment Mathematics	OVERALL	82.68	83.30	84.00	85.00	86.00	87.00	88.00
	IEP	59.42	54.87	66.00	76.00	82.00	86.00	88.00
	LEP	73.24	77.67	80.00	83.00	85.00	87.00	88.00
	FRL	75.78	77.82	81.00	85.00	86.00	87.00	88.00
Common Unit Assessments % of students to meet mastery expectations	OVERALL	NA	NA	80	85	85	86	88
	IEP	NA	NA	80	82	84	85	88
	LEP	NA	NA	80	83	85	86	88
	FRL	NA	NA	80	83	85	86	88

Carson Middle School Status Table: CRT and MAP results are similar due to status requirements. Common unit assessment results are mastery levels set for all classes in all content areas. Each number presented above represents the percent of proficient students. **(Based on a Meets Standards Projection on CRT)**

Status Eagle Valley Middle School Grades 6-8								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	ESEA Target	53.66	56.43	59.19	61.96	64.73	67.49	70.26
ELA Nevada Criterion Reference Test (CRT) % of proficient students	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	22.95	22.06	40.00	51.00	64.73	69.00	75.00
	LEP	43.72	43.32	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	47.91	58.00	64.00	68.00	73.00	76.00
	ESEA Target	67.35	69.98	72.61	75.24	77.87	80.50	83.13
Mathematics Nevada Criterion Reference Test (CRT) % of proficient students	OVERALL	72.00	78.00	81.00	84.00	86.00	87.00	88.00
	IEP	50.00	68.00	73.00	78.00	83.00	86.00	88.00
	LEP	62.32	69.52	74.00	70.00	83.00	86.00	88.00
	FRL	61.54	73.31	78.00	82.00	86.00	87.00	88.00
Measures of Academic Progress (MAP) Assessment ELA	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	22.95	22.06	40.00	51.00	64.73	69.00	75.00
	LEP	43.72	43.32	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	47.91	58.00	64.00	68.00	73.00	76.00
MAP Assessment Mathematics	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	22.95	22.06	40.00	51.00	64.73	69.00	75.00
	LEP	43.72	43.32	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	47.91	58.00	64.00	68.00	73.00	76.00
Common Unit Assessments % of students to meet mastery expectations	OVERALL	NA	NA	80	85	85	86	88
	IEP	NA	NA	80	82	84	85	88
	LEP	NA	NA	80	83	85	86	88
	FRL	NA	NA	80	83	85	86	88

Eagle Valley Middle School Status Table: CRT and MAP results are similar due to status requirements. Common unit assessment results are mastery levels set for all classes in all content areas. Each number presented above represents the percent of proficient students. **(Based on a Meets Standards Projection on CRT)**

Status Carson High School Grades 9-12								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	ESEA Target	72.42	76.92	81.42	85.92	90.42	94.92	99.42
ELA Nevada High School Proficiency Exam(HSPE) % Proficient	OVERALL	90.98	83.91	85.00	88.00	92.00	96.00	99.42
	IEP	74.14	40.00	74.00	85.00	90.42	94.92	99.42
	LEP	82.63	66.67	76.00	85.00	91.00	96.00	99.42
	FRL	87.1	72.00	82.00	86.00	91.00	96.00	99.42
	ESEA Target	77.97	81.51	85.04	88.58	92.17	95.65	99.19
Mathematics Nevada High School Proficiency Exam(HSPE) % Proficient	OVERALL	90.41	89.13	92.17	94.00	96.00	98.00	99.19
	IEP	68.97	55.56	70.00	85.04	92.17	96.00	99.19
	LEP	81.36	77.19	85.04	90.00	94.00	97.00	99.19
	FRL	86.29	82.00	88.58	91.00	95.00	95.00	99.19
Measures of Academic Progress (MAP) Assessment ELA	OVERALL	90.98	83.91	85.00	88.00	92.00	96.00	99.42
	IEP	74.14	40.00	74.00	85.00	90.42	94.92	99.42
	LEP	82.63	66.67	76.00	85.00	91.00	96.00	99.42
	FRL	87.1	72.00	82.00	86.00	91.00	96.00	99.42
MAP Assessment Mathematics	OVERALL	90.41	89.13	92.17	94.00	96.00	98.00	99.19
	IEP	68.97	55.56	70.00	85.04	92.17	96.00	99.19
	LEP	81.36	77.19	85.04	90.00	94.00	97.00	99.19
	FRL	86.29	82.00	88.58	91.00	95.00	95.00	99.19
Common Unit Assessments % of students to meet mastery expectations	OVERALL	NA	NA	NA	80	85	86	88
	IEP	NA	NA	NA	80	85	85	88
	LEP	NA	NA	NA	80	85	86	88
	FRL	NA	NA	NA	80	85	86	88

Carson High School Status Table: CRT and MAP results are similar due to status requirements. Common unit assessment results are mastery levels set for all classes in all content areas. Each number presented above represents the percent of proficient students. **(Based on a Meets Standards Projection on HSPE)**

Pioneer High School Grades 9-12								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	ESEA Target	72.42	76.92	81.42	85.92	90.42	94.92	99.42
ELA Nevada High School Proficiency Exam(HSPE) % Proficient	OVERALL	68.92	62.07	81.42	86.00	92.00	96.00	99.42
	IEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	LEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	FRL	NA	NA	81.42	86.00	92.00	96.00	99.42
	ESEA Target	77.97	81.51	85.04	88.58	92.17	95.65	99.19
Mathematics Nevada High School Proficiency Exam(HSPE) % Proficient	OVERALL	29.73	58.62	85.04	94.00	96.00	98.00	99.19
	IEP	9.09	NA	85.04	94.00	96.00	98.00	99.19
	LEP	NA	NA	85.04	94.00	96.00	98.00	99.19
	FRL	25.00	NA	85.04	95.00	96.00	98.00	99.19
Measures of Academic Progress (MAP) Assessment ELA	OVERALL	68.92	62.07	81.42	86.00	92.00	96.00	99.42
	IEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	LEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	FRL	NA	NA	81.42	86.00	92.00	96.00	99.42
MAP Assessment Mathematics	OVERALL	29.73	58.62	85.04	94.00	96.00	98.00	99.19
	IEP	9.09	NA	85.04	94.00	96.00	98.00	99.19
	LEP	NA	NA	85.04	94.00	96.00	98.00	99.19
	FRL	25.00	NA	85.04	95.00	96.00	98.00	99.19
Common Unit Assessments % of students to meet mastery expectations	OVERALL	NA	NA	NA	80	85	86	88
	IEP	NA	NA	NA	80	85	85	88
	LEP	NA	NA	NA	80	85	86	88
	FRL	NA	NA	NA	80	85	86	88

Pioneer High School Status Table: CRT and MAP results are similar due to status requirements. Common unit assessment results are mastery levels set for all classes in all content areas. Each number presented above represents the percent of proficient students. **(Based on a Meets Standards Projection on HSPE)**

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice):

Reducing the Gap: The district will be addressing the achievement gap utilizing CRT/HSPE, MAP and Common Unit Post Assessments. Each assessment provides important information and will be used in a variety of ways to help the district make decisions about how to address specific needs of each individual student.

CRT/HSPE GAP: The target in this area is to reduce the gap between the percent of proficient students in ELA and Math in the IEP, LEP, and FRL. The district will also monitor student growth among peer groups. Utilizing the Nevada proficiency system the district will monitor the growth of every student and verify that every student is meeting and exceeding growth of their peers on the state CRT. WestEd recently conducted a study in conjunction with the University of Nevada Reno to determine passage rate on the Nevada CTE/HSPE exam and the need for students to participate in college course remediation. Results of the study showed that more than half the students who earned a "*meet standards"* score required remediation, but students who earned an "*exceed standards"* score vary rarely required remediation. The District is highly focused on moving every student to college and career ready mastery, therefore the district is seeking to move all students into the "*exceed standards"* category. The goal is to move every student from every peer group to this level in reading and mathematics.

MAP assessment growth targets: The district will look to see if students meet nationally normed peer level growth targets published by NWEA. Again, students who are exceeding standards will be expected to meet peer growth. Students meeting standard again will be expected to exceed peer growth by one to two RIT points. Finally, the group of students who are performing below proficiency rates will be required to exceed peer growth rates at a pace that will allow them to reach the "*meets standard"* rate within three years. Essentially students take the MAP assessment grades six through nine. By having students exceed the growth rates at these grade levels then students should have room to be at the college and career mastery levels upon graduation.

Unit Post Assessments: The initial baseline will be set for all courses determining the percentage of students who meet mastery on the unit assessments. The baseline will be set for the whole group as well as the IEP, LEP, and FRL subgroups. This standard setting will occur in all content, classes, and grade levels. Once the base line regarding percent of proficient students on the post unit assessments is set and the percent of proficient students is identified then the district will set growth targets if needed. If the system works as it should then each individual student who is not meeting mastery in class will receive the needed support and move to mastery. When the system is fully aligned then student mastery on unit post assessments should equate to mastery on the CRT/HSPE and MAP assessments in reading and math. This should also be true in all other subjects, where students should exit high school college and career ready across the curriculum.

Carson Middle School Gap Reduction Targets								
Goal area	**Identify subgroup and comparison group**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
	ESEA Target	53.66	56.43	59.19	61.96	64.73	67.49	70.26
ELA Nevada Criterion Reference Test (CRT) Grades 6-8	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	26.88	26.55	35.00	48.00	64.73	70.00	75.00
	LEP	41.67	40.67	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	48.57	58.00	64.00	68.00	73.00	76.00
	ESEA Target	67.35	69.98	72.61	75.24	77.87	80.50	83.13
Mathematics Nevada Criterion Reference Test (CRT) Grades 6-8	OVERALL	82.68	83.30	84.00	85.00	86.00	87.00	88.00
	IEP	59.42	54.87	66.00	76.00	82.00	86.00	88.00
	LEP	73.24	77.67	80.00	83.00	85.00	87.00	88.00
	FRL	75.78	77.82	81.00	85.00	86.00	87.00	88.00
ELA MAP baseline score – Gap Reduction NWEA Grades 6-8	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	26.88	26.55	35.00	48.00	64.73	70.00	75.00
	LEP	41.67	40.67	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	48.57	58.00	64.00	68.00	73.00	76.00
Math MAP baseline score – Gap Reduction NWEA Grades 6-8	OVERALL	82.68	83.30	84.00	85.00	86.00	87.00	88.00
	IEP	59.42	54.87	66.00	76.00	82.00	86.00	88.00
	LEP	73.24	77.67	80.00	83.00	85.00	87.00	88.00
	FRL	75.78	77.82	81.00	85.00	86.00	87.00	88.00
Common Unit Assessment results all content Grades 6-8	OVERALL	NA	NA	80	85	85	86	88
	IEP	NA	NA	NA	NA	NA	NA	NA
	LEP	NA	NA	NA	NA	NA	NA	NA
	FRL	NA	NA	NA	NA	NA	NA	NA

Carson Middle School Gap Reduction: The goal is to reduce the performance gap between all subgroups by 2016-2017; the information above represents the percent of proficient students for each sub group. Gap reduction targets for common unit assessments will be set once the assessments come on line and gap reduction targets can be set. **(Based on a Meets Standards Projection on CRT)**

Eagle Valley Middle School Gap Reduction Targets								
Goal area	**Identify subgroup and comparison group**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
	ESEA Target	53.66	56.43	59.19	61.96	64.73	67.49	70.26
ELA Nevada Criterion Reference Test (CRT) Grades 6-8	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	22.95	22.06	40.00	51.00	64.73	69.00	75.00
	LEP	43.72	43.32	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	47.91	58.00	64.00	68.00	73.00	76.00
	ESEA Target	67.35	69.98	72.61	75.24	77.87	80.50	83.13
Mathematics Nevada Criterion Reference Test (CRT) Grades 6-8	OVERALL	72.00	78.00	81.00	84.00	86.00	87.00	88.00
	IEP	50.00	68.00	73.00	78.00	83.00	86.00	88.00
	LEP	62.32	69.52	74.00	70.00	83.00	86.00	88.00
	FRL	61.54	73.31	78.00	82.00	86.00	87.00	88.00
ELA MAP baseline score – Gap Reduction NWEA Grades 6-8	OVERALL	60.64	61.27	65.00	68.00	70.00	73.00	76.00
	IEP	22.95	22.06	40.00	51.00	64.73	69.00	75.00
	LEP	43.72	43.32	48.00	55.00	64.73	70.00	75.00
	FRL	46.29	47.91	58.00	64.00	68.00	73.00	76.00
Math MAP baseline score – Gap Reduction NWEA Grades 6-8	OVERALL	72.00	78.00	81.00	84.00	86.00	87.00	88.00
	IEP	50.00	68.00	73.00	78.00	83.00	86.00	88.00
	LEP	62.32	69.52	74.00	70.00	83.00	86.00	88.00
	FRL	61.54	73.31	78.00	82.00	86.00	87.00	88.00
Common Unit Assessment results all content Grades 6-8	OVERALL	NA	80	80	85	85	86	88
	IEP	NA	NA	NA	NA	NA	NA	NA
	LEP	NA	NA	NA	NA	NA	NA	NA
	FRL	NA	NA	NA	NA	NA	NA	NA

Eagle Valley Middle School Gap Reduction: The goal is to reduce the performance gap between all subgroups by 2016-2017; the information above represents the percent of proficient students for each sub group. Gap reduction targets for common unit assessments will be set once the assessments come on line and gap reduction targets can be set. Eagle Valley is building assessment performance tables to set baseline for all sub-groups and content areas across the curriculum. **(Based on a Meets Standards Projection on CRT)**

Carson High School Gap Reduction Targets								
Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	ESEA Target	72.42	76.92	81.42	85.92	90.42	94.92	99.42
ELA Nevada Criterion Reference Test (HSPE) Grades 10-12	OVERALL	90.98	83.91	85.00	88.00	92.00	96.00	99.42
	IEP	74.14	40.00	74.00	85.00	90.42	94.92	99.42
	LEP	82.63	66.67	76.00	85.00	91.00	96.00	99.42
	FRL	87.1	72.00	82.00	86.00	91.00	96.00	99.42
	ESEA Target	77.97	81.51	85.04	88.58	92.17	95.65	99.19
Mathematics Nevada Criterion Reference Test (HSPE) Grades 10-12	OVERALL	90.41	89.13	92.17	94.00	96.00	98.00	99.19
	IEP	68.97	55.56	70.00	85.04	92.17	96.00	99.19
	LEP	81.36	77.19	85.04	90.00	94.00	97.00	99.19
	FRL	86.29	82.00	88.58	91.00	95.00	95.00	99.19
	OVERALL	90.98	83.91	85.00	88.00	92.00	96.00	99.42
ELA MAP baseline score – Gap Reduction NWEA Grades 6-8	*IEP*	74.14	40.00	74.00	85.00	90.42	94.92	99.42
	LEP	82.63	66.67	76.00	85.00	91.00	96.00	99.42
	FRL	87.1	72.00	82.00	86.00	91.00	96.00	99.42
Math MAP baseline score – Gap Reduction NWEA Grades 6-8	OVERALL	90.41	89.13	92.17	94.00	96.00	98.00	99.19
	IEP	68.97	55.56	70.00	85.04	92.17	96.00	99.19
	LEP	81.36	77.19	85.04	90.00	94.00	97.00	99.19
Common Unit Assessment results all content Grades 9-12	OVERALL	NA	NA	80	85	85	86	88
	IEP	NA	NA	NA	NA	NA	NA	NA
	LEP	NA	NA	NA	NA	NA	NA	NA
	FRL	NA	NA	NA	NA	NA	NA	NA

Carson High School Gap Reduction: The goal is to reduce the performance gap between all subgroups by 2016-2017; the information above represents the percent of proficient students for each sub group. Gap reduction targets for common unit assessments will be set once the assessments come on line and gap reduction targets can be set. **(Based on a Meets Standards Projection on HSPE)**

Pioneer High School Gap Reduction Targets								
Goal area	**Identify subgroup and comparison group**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
	ESEA Target	72.42	76.92	81.42	85.92	90.42	94.92	99.42
ELA Nevada Criterion Reference Test (HSPE) Grades 10-12	OVERALL	68.92	62.07	81.42	86.00	92.00	96.00	99.42
	IEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	LEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	FRL	NA	NA	81.42	86.00	92.00	96.00	99.42
	ESEA Target	77.97	81.51	85.04	88.58	92.17	95.65	99.19
Mathematics Nevada Criterion Reference Test (HSPE) Grades 10-12	OVERALL	29.73	58.62	85.04	94.00	96.00	98.00	99.19
	IEP	9.09	NA	85.04	94.00	96.00	98.00	99.19
	LEP	NA	NA	85.04	94.00	96.00	98.00	99.19
	FRL	25.00	NA	85.04	95.00	96.00	98.00	99.19
ELA MAP baseline score Gap Reduction NWEA Grade 9	OVERALL	68.92	62.07	81.42	86.00	92.00	96.00	99.42
	IEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	LEP	NA	NA	81.42	86.00	92.00	96.00	99.42
	FRL	NA	NA	81.42	86.00	92.00	96.00	99.42
Math MAP baseline score Gap Reduction NWEA Grade 9	OVERALL	29.73	58.62	85.04	94.00	96.00	98.00	99.19
	IEP	9.09	NA	85.04	94.00	96.00	98.00	99.19
	LEP	NA	NA	85.04	94.00	96.00	98.00	99.19
	FRL	25.00	NA	85.04	95.00	96.00	98.00	99.19
Common Unit Assessment results all content Grades 9-12	OVERALL	NA	NA	NA	NA	NA	NA	NA
	IEP	NA	NA	NA	NA	NA	NA	NA
	LEP	NA	NA	NA	NA	NA	NA	NA
	FRL	NA	NA	NA	NA	NA	NA	NA

Pioneer High School Gap Reduction: The goal is to reduce the performance gap between all subgroups by 2016-2017; the information above represents the percent of proficient students for each sub group. Gap reduction targets for common unit assessments will be set once the assessments come on line and gap reduction targets can be set**. (Based on a Meets Standards Projection on HSPE)**

(A)(4)(c) Graduation rates (as defined in this notice): Combination graduation rates Carson High School and Pioneer High School								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
High school graduation rate	OVERALL		86.20	90.00	93.00	97.00	99.00	99.50
	IEP		42.20	75.00	85.00	92.00	97.00	99.50
	LEP		44.40	75.00	85.00	92.00	97.00	99.50
	FRL		65.30	85.00	90.00	95.00	98.00	99.55

The table above is developed through a combined graduation rate between Pioneer High School and Carson High School.

(A)(4)(d) College enrollment (as defined in this notice) rates: Carson High School and Pioneer High School Combined								
○ College Enrollment for Carson City School District: Data represents number and percentage of students enrolled in Nevada Community College/University System.								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
College enrollment rate Number and percent of students enrolled	OVERALL		41%					

Carson City School District post-secondary enrollment rate: Two hundred and four students were enrolled in the Nevada post-secondary system. Slightly more than fifty percent of these students required remediation in one or more classes.

(B) Prior Record of Success and Conditions for Reform (45 total points)

(B)(1) Demonstrating a clear track record of success *(15 points)*

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

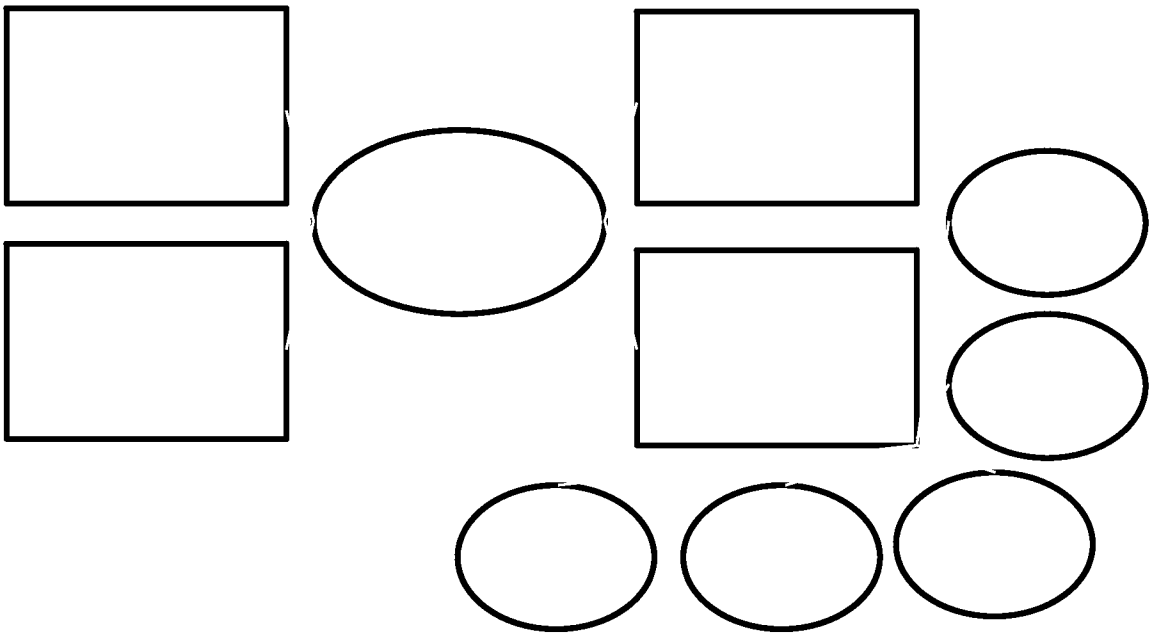
In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

The Carson City School District has a strong history of transforming low performing schools. In order to guide this change process the district has defined an educational change model that can be effectively employed to identify areas of deficiency and improve school performance at all levels. The district defined this model as a Learner-Centered Organizational Model. (See (B)(1) Figure I)

(B)(1) Figure I: Carson City School District – Learner-Centered Organizational Model 2012



(B)(1) Figure I: Learner-Centered Organizational Improvement Model: Originally developed by the Carson City School District in 2009.

The model is strategically designed to address four critical elements, specifically; Curriculum, Instruction, Assessment, and Leadership. Each of the four elements must be fully developed and designed to provide appropriate learning opportunities that will lead to student mastery. Failure to develop or effectively implement any of the four areas will create gaps and ultimately leave a large number of students performing below expectations. We cannot over-emphasize the importance of the interrelationship of the elements identified in this model. The latest educational research has identified teacher effectiveness as one of the most important elements to achieving student success, however if the curriculum or assessment system presented by the organization does not provide an accurate pathway to mastery of the state assessments then no matter how effective the teacher, student outcomes will always fall short of expectations. Nevada schools are facing significant challenges in the curriculum and assessment area because the state of Nevada does not host a common curriculum or formative assessment system. With limited resources small districts are especially susceptible to problems in this area. Carson City School District has not fully developed its curriculum and assessment systems and is also deficient in some of the other components of the Learner-Centered Model.

However, when the district has the resources to address all four elements of the Learner-Centered organizational model then the district has demonstrated the ability to transform low performing schools. An example of this can be seen when looking closely at two of Carson City

Schools, Empire Elementary and Eagle Valley Middle school. Both schools were recognized by the state as persistently low performing schools. In the past two years both sites have demonstrated marked improvement in both reading and mathematics. (See pg. 32-35) In the following sections the district will restate the steps it has taken to restructure these organizations. The district clearly has the ability to successfully transform its schools as long as the necessary fiscal resources are available to perform the work.

Empire Elementary

Empire Elementary School was identified as a School in Need of Improvement for twelve consecutive years. First identified in the spring of 2000 the school was unable to shed this classification until June of 2012. Empire Elementary held this designation longer than any other school in the state. In order to make the necessary changes a comprehensive review of the school and its practices was conducted in the spring of 2009. The district noted that the school was deficient in all four elements of the Learner-Centered Model; curriculum, assessment, instruction, and leadership. In order to transform this school the district decided to address each element. (See (B)(1) Table I)

When completing the curriculum audit the district identified deficiencies in both reading and mathematics. The district discovered that learning expectations had been set too low, thus creating a performance barrier for a large number of students. The district worked with teacher teams to correct these deficiencies and update the curriculum. At the same time the district elevated mandatory mastery expectations in reading and mathematics. After providing extensive professional development to staff members on this new information, student performance levels began to rise.

Once the alignment process was completed the initiative shifted to focus on improvement of instruction. Teachers received intense coaching and support in order to improve instruction. This process included conducting classroom observations and providing feedback, allowing teachers to improve instruction. Intense in-class remediation occurred and student performance again moved up.

Results of the school review identified the need to provide support to teachers to improve their instruction and assessment practices in both reading and mathematics. The district hired two coaches to complete this task one focused on reading and second on math. These coaches are best described as implementation specialists. They work beyond the role of traditional coaches and verify that teachers deliver the appropriate content as well as provide effective instruction. The implementation specialists who served in this project developed methods to assist staff to effectively review reading and math data. Again this added to the skill set of the classroom teacher and provided a bump in student performance. This process positively affected the Empire teacher's ability to provide high quality instructional services within each classroom. Each of the reform initiatives described here served as the professional development focus of the school for about a year.

When this project began, the work conducted by teachers in professional learning communities did not work well. Methods for engagement and the quality of data conversations fell below expectations. Through specific guidance and professional training the work at each PLC improved. As part of this project the Carson City School District developed a PLC observation

tool. This tool provided PLC effectiveness data that could be used by administrators and staff to improve the work completed in these teacher teams. This authentic work has improved as result of these efforts and support this area has been in place for several years and is continuing.

Finally the site administrators needed specific training in order to lead a transformation project at the site. The district hired a highly trained leadership coach to provide support to the principal and vice principal of the site. The training included methods for gathering data, coaching teachers, and running site leadership meetings in a way that will facilitate systemic improvement. The leadership coaches worked directly with district office administrators on this portion of the project. This portion of the reform initiative has been in place for the last three years. The school district is aware that transformational leadership practices are learned and ongoing support is necessary if the site administrators are to adopt those practices as their own.

Overall the development of each component of the Learner-Centered Model at Empire Elementary has taken a little more than three years to implement, but as you can see from the Nevada Criterion Reference results posted on Table IV and Table V (pgs. 33-35) the districts is capable of transforming a failing school.

Eagle Valley Middle School

Carson City School District's second example of transformational improvement occurred at Eagle Valley Middle School. This school was identified as one of the states persistently low performing schools. As a result of this designation the district became eligible to apply for a competitive Federal School Improvement Grant or SIG grant. The district was awarded the grant two years ago and the project proceeded. When the project began the school did not have an aligned curriculum or assessment system. Most teachers held delivery centered belief system, instruction was ineffective in many classrooms, and leadership had little experience facilitating improvement in a low performing school.

In order to kick start this process the district replaced the principal and hired two highly experienced instructional coaches. The coaches are better defined as implementation specialists. The role of the implementation specialist is to facilitate the development of each of the four key elements of the Learner-Centered Model. Prior to beginning the project the district conducted a school wide audit identifying deficiencies in the educations system. Eagle Valley demonstrated deficiencies in Curriculum, Assessment, Instruction, and Leadership. With all areas in need of attention the district office and site leadership determined that curriculum and assessment would serve as the starting point for improvement. The school utilized teacher teams to identify learning targets and align the curriculum to the common core. This work was done in both tested and non-tested subjects. All teachers participated in this process that was facilitated by the implementation specialists. During the first year of the project common student learning targets were identified and common assessments developed for all classes. The curriculum clarified year end learning targets as well as semester, quarter, and unit goals.

Assessment development was relatively complicated, but common assessments were developed for all courses. The assessments were field during the first and second year of the project verifying that the assessments effectively measured learning expectations across all content and all courses. At the same time the district developed a student data system that is used to monitor student mastery of each standard. This data system combines all key performance elements for

each class. This includes unit assessment results as well as district and state assessment results. The system provides real time progress reports to students, teachers, administrators and parents. This is the center piece in the data driven instruction that is conducted at the site.

Over that same period the teachers participated in professional development that helped in planning, delivering, and assessing student progress during each lesson. This professional development has allowed teachers to improve instruction in the classroom. Implementations specialists and site administrators conduct walkthrough observations and provide specific feedback to teachers on methods for improving instruction in each classroom. This coaching model has led to significant improvement in student engagement and performance within each classroom. This success has also been identified in the improved assessment scores on both reading and mathematics scores on state criterion reference tests. Please see table III and Table IV.

In order to provide support to all teachers and students the district recognizes the need to have teachers who teach common classes to work together in professional learning communities. When this project began, the PLC's did not have common data and could not effectively collaborate to improve teaching and learning. Special training provided by the implementation specialists helped teachers to look at data effectively and to improve collaborative practices. Data collected utilizing the district's PLC observation protocol verified the changes.

Another area of emphasis included district facilitated project leadership, district staff met with site leaders on a bi-weekly basis providing direct guidance to the principal and vice principal of the school on the steps needed to promote change. These meetings along with one on one coaching provided site leaders the necessary skill and background to effectively lead a transformational project at Eagle Valley.

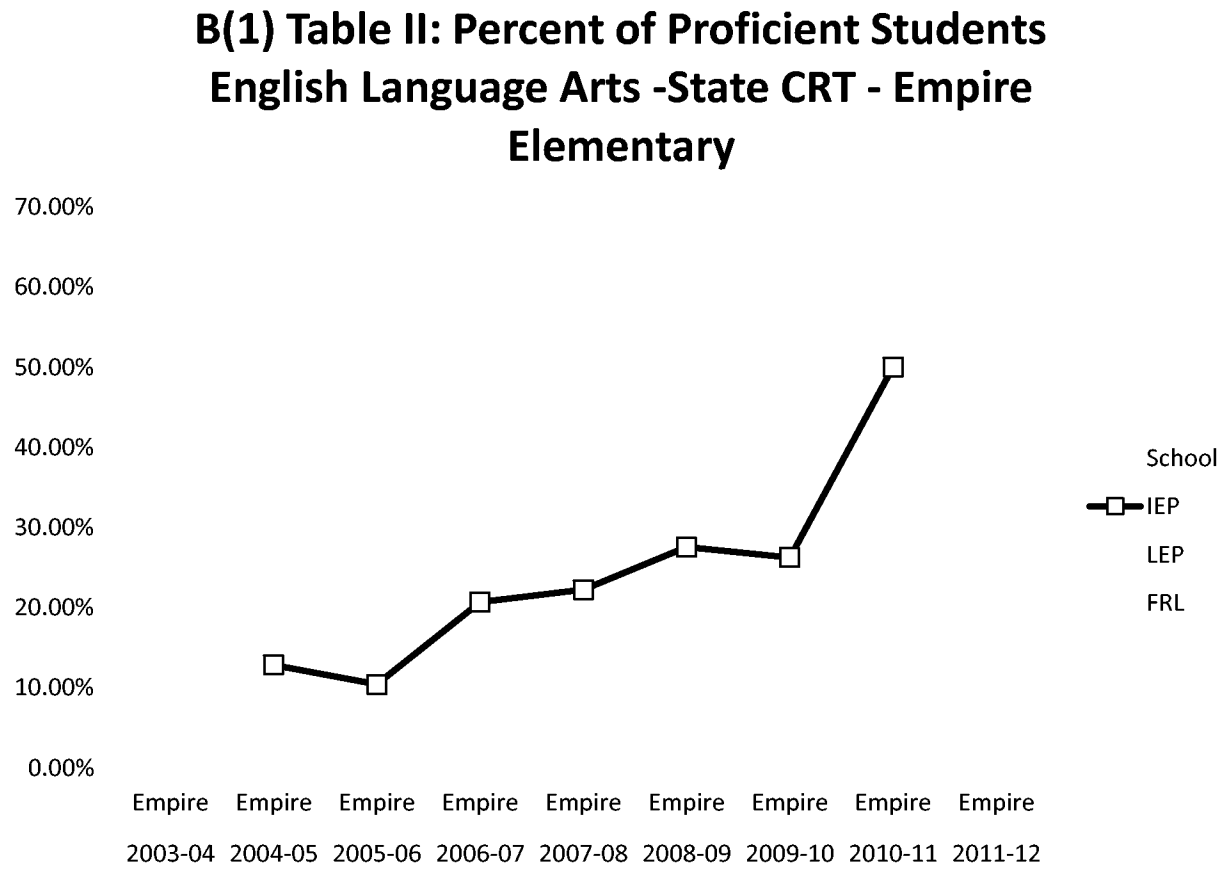
Leadership plays a critical role in every project. In order for Eagle Valley to move forward the district replaced the principal. The district is willing to follow this important placement of key people when needed.

Finally, the district in collaboration with teaching staff developed a student data focused teacher evaluation. Since the project developed at Eagle Valley addressed all content and all classes student data is available for all teachers. This data along with state and district assessment data is included in this new model. Fifty percent of the evaluation is focused on professional practices and the remaining amount connected to student achievement. With the development of the new data system students and parents have access to learning guides and standard mastery documents. This is beyond the traditional report card and allows students and parents to monitor progress throughout each unit. The data is also used as part of student led conferences where students are taught to share performance data with parents. Students are expected to set goals within each unit of study and to monitor personal progress throughout each unit, thus expanding access for students and parents to student mastery of the curriculum.

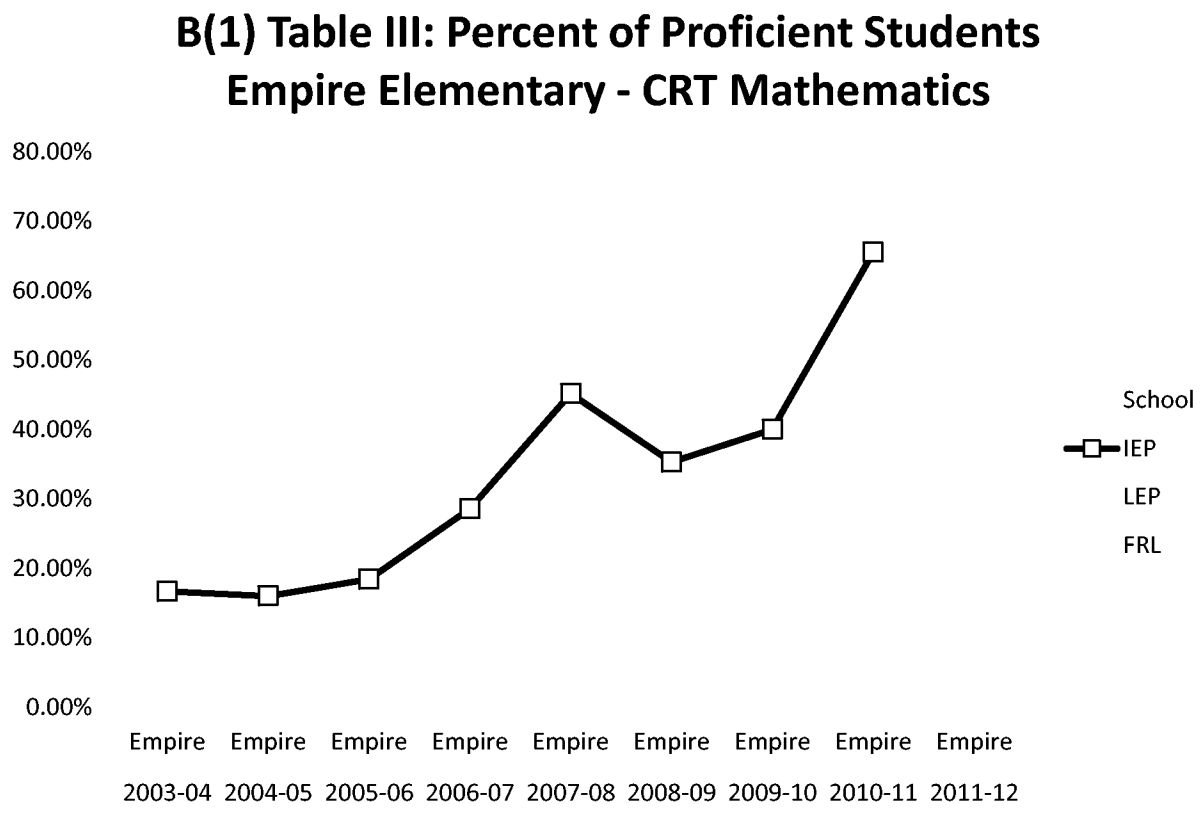
In a general, this review has defined the success that the Carson City School District has demonstrated when transforming both of these persistently low performing schools. Each of the four quadrants of the Learner-Centered System was addressed, professional practices improved and student performance accelerated throughout the life of both projects. The district has laid the foundation for both schools to continue to improve eventually leading to schools that demonstrate a ninety percent proficiency rate across all populations and all content areas.

(B)(1) Table I - Empire Elementary Demographic Profile 2006-2011															
Total Enrollment		AI/AN		Asian		Hispanic		Black		White		PI		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2010-2011	549	8	1.50%	2	0.40%	430	78.30%	4	0.70%	99	18.00%			6	1.10%
2009-2010	551	9	1.60%	8	1.50%	406	73.70%	12	2.20%	116	21.10%				
2008-2009	569	7	1.20%	7	1.20%	437	76.80%	8	1.40%	110	19.30%				
2007-2008	580	7	1.20%	6	1.00%	449	77.40%	7	1.20%	111	19.10%				
2006-2007	552	3	0.50%	6	1.10%	419	75.90%	6	1.10%	118	21.40%				

B(1) Table I: Demographic makeup of Empire Elementary (AI/AN = American Indian/Alaskan Native, PI= Pacific Islander) Please note that Multi-race was not considered in demographic profiles in Nevada until 2011



(B)(1) Table II Empire Elementary: English Language Arts State Criterion References (CRT) results 2003-2012. Data reflects the percent of proficient students in each of the identified populations (Source Nevada Department of Education 2012). Refer to demographic chart Table I for exact number of students in each subgroup.



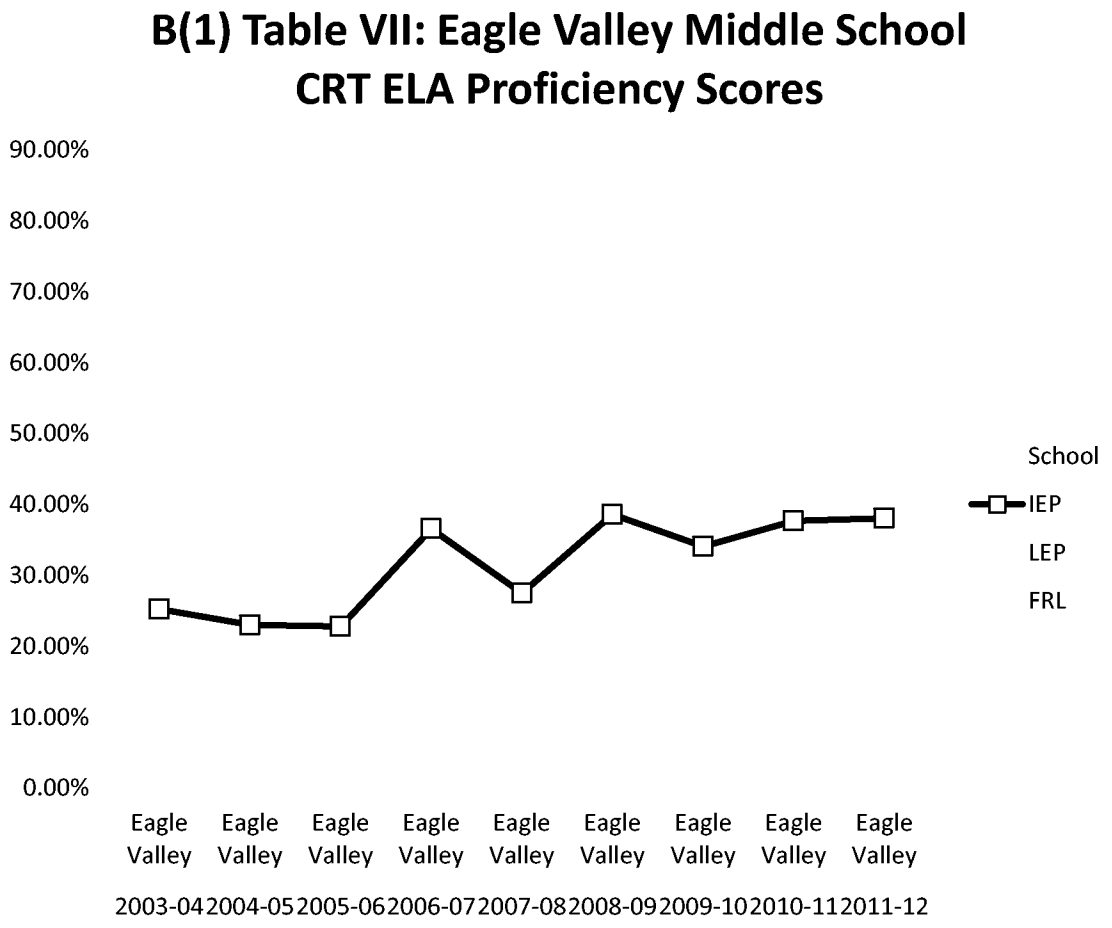
(B)(1) Table II Empire Elementary: Mathematics State Criterion References (CRT) results 2003-2012. Data reflects the percent of proficient students in each of the identified populations (Source: Nevada Department of Education 2012). Refer to demographic chart Table I for exact number of students in each subgroup.

(B)(1) Table IV – Empire Elementary Special Population Profile 2008-2011									
	Total Enrollment	IEP		LEP		FRL		Migrant	
		#	%	#	%	#	%	#	%
2011-2012	571	44	7.70%	324	56.70%	497	87.00%	-	-
2010-2011	549	44	8.00%	340	61.90%	465	84.70%	-	-
2009-2010	551	46	8.30%	320	58.10%	461	83.70%	-	-
2008-2009	569	58	10.20%	352	61.90%	438	77.00%	-	-
2007-2008	580	55	9.50%	392	67.60%	451	77.80%	-	-

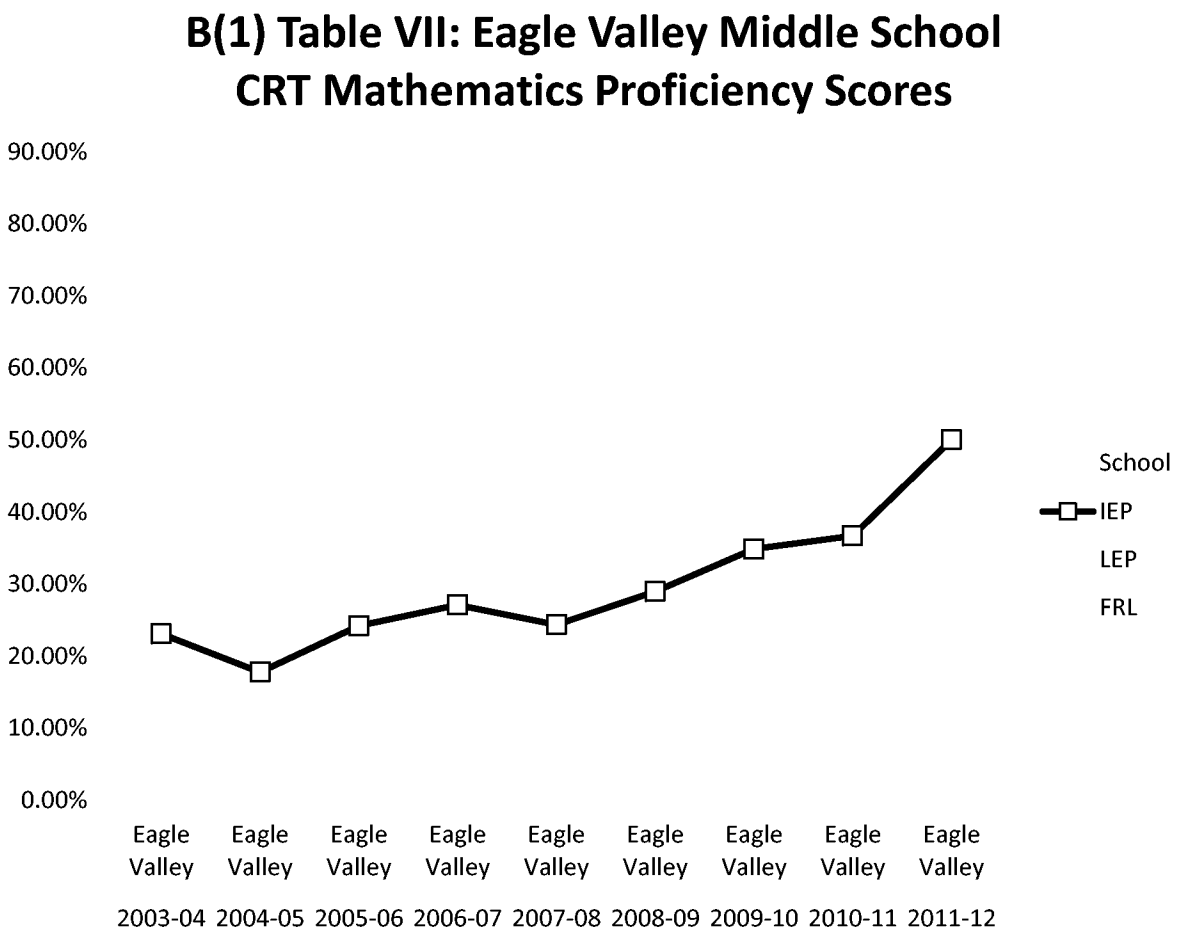
B(1) Table IV: Empire Elementary Special Populations Profile: Special Education Services (IEP); Limited English Proficient LEP; Free and Reduced Lunch (FRL); Migrant.

(B)(1) Table V – Eagle Valley Middle School Demographic Profile 2006-2011															
Total Enrollment		AI/AN		Asian		Hispanic		Black		White		PI		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2011-2012	620	18	2.9 %	10	1.6 %	271	43.7 %	4	0.6 %	299	48.2 %	2	0.3%	16	2.6%
2010-2011	613	16	2.6 %	9	1.5 %	279	45.5 %	2	0.3 %	290	47.3 %	2	0.3%	15	2.4%
2009-2010	592	18	3.0 %	13	2.2 %	247	41.7 %	4	0.7 %	310	52.4 %				
2008-2009	695	20	2.9 %	10	1.4 %	268	38.6 %	5	0.7 %	392	56.4 %				
2007-2008	852	26	3.1 %	11	1.3 %	309	36.3 %	9	1.1 %	497	58.3 %				

(B)(1) Table V: Demographic makeup of Eagle Valley Middle School (AI/AN = American Indian/Alaskan Native, PI= Pacific Islander) Please note that Multi-race was not considered in demographic profiles in Nevada until 2011



(B)(1) Table VI Eagle Valley Middle School: ELA State Criterion References (CRT) results 2003-2012. Data reflects the percent of proficient students in each of the identified populations (Source: Nevada Department of Education 2012). Refer to demographic chart Table I for exact number of students in each subgroup.



(B)(1) Table VII Eagle Valley Middle School: Mathematics State Criterion References (CRT) results 2003-2012. Data reflects the percent of proficient students in each of the identified populations (Source: Nevada Department of Education 2012). Refer to demographic chart Table I for exact number of students in each subgroup.

(B)(1) Table VIII – Eagle Valley Middle School Special Population Profile 2008-2011									
	Total Enrollment	IEP		LEP		FRL		Migrant	
		#	%	#	%	#	%	#	%
2011-2012	620	67	10.8 %	64	10.3 %	326	52.6 %	-	-
2010-2011	613	55	9.0 %	78	12.7 %	282	46.0 %	-	-
2009-2010	592	59	10.0 %	56	9.5 %	276	46.6 %	-	-
2008-2009	695	73	10.5 %	76	10.9 %	295	42.4 %	-	-
2007-2008	852	111	13.0 %	118	13.8 %	352	41.3 %	-	-

B(1) Table VIII: Eagle Valley Middle School Special Populations Profile: Special Education Services (IEP); Limited English Proficient LEP; Free and Reduced Lunch (FRL); Migrant.

(B)(2) Increasing transparency in LEA processes, practices, and investments *(5 points)*

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

The district currently maintains an extremely transparent stance regarding public school finance. Each year the district publishes the per-pupil expenditures, remediation funding, professional development expenditures and other basic educational expenditures as part of its annual accountability report. This information is posted on the Nevada Department of Education Website. In addition, copies of the full financial audit are available upon request.

The district publishes actual salaries of staff member that falls within the following bargaining groups including Carson City building administrators Association, Ormsby County Education Association, Carson City Educational Support Association, and the Carson City Health Sciences Association. This information is posted on the Carson City School District Website.

(B)(3) State context for implementation (*10 points*)

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(3) State Context for Implementation:

The Carson City School District is well placed in the development of its Race to the Top application. Nevada Revised Statues (NRS) and Carson City School Board Policy provide the legal impetus to fully implement each major component of the project. In the following section the District will highlight key elements of the grant and will connect the legislation or board policy which supports work in each area.

Full Implementation of the Plan:

The Carson City School District does have some program deficiencies that must be addressed in order to have an educational system that will allow students to move through their educational careers and meet college and career ready expectations when graduating from high school. As stated earlier in the application the curriculum, assessment, instruction, and leadership components must be upgraded if all students are going to be effectively served within each class. A student data system similar to the one that is in place at Eagle Valley Middle School must be expanded to each of the other four project schools. This will serve as the data that will be used to monitor progress and adjust instruction.

Student progress along two pathways must be maintained as part of this project. The first is the longitudinal plan that will be developed with the counselor and the parent and will define the path way that students will take over the length of their middle and high school career. This pathway will focus on the courses that must be taken and the career clusters that they participate in. The second area of consideration is the day to day pathway that students will take as they move toward mastery within each class. This pathway is designed to provide real time feedback to students, teachers, administrators, and parents on progress toward mastery of standards within each classroom.

Personalized Learning Environments:

Considering first the longitudinal pathway, students as part of this project will work with a counselor to develop an academic plan that will allow the student to identify a pathway that will take them through the basic academic requirements at the middle school level. At the high school level students will become part of a community of learners that are traveling down a career path. This career cluster concept will allow the school to plan for both the academic growth as well as the career growth of each student. This pathway will be highlighted within an electronic portfolio that can be used by students and parents to learn about college to career requirements as well as monitor progress toward graduation in each of the areas.

Beyond the longitudinal plan includes expansion of the classroom based student data system. This data system will gather data about student mastery within each class. The data system is already up and running at Eagle Valley and it allows students to monitor mastery as they move through each unit of study. Other stakeholders including teachers and administrators will use that same information to monitor mastery and provide interventions to students. The development of

both the longitudinal and classroom based systems will be extremely important if students are going to exit the Carson City School District College and Career ready.

Legal precedence supporting the development of each of these pathways contained Nevada Revised Statute (NRS) 388.205 as well as Carson City School District Board regulation No. 514. Both documents define the requirement that sixth and ninth grade students must work in consultation with school counselors to develop an academic plan that will span the length of both their middle and high school years.

School to Career Cluster Pathway:

As part of RTT-D application the district stated that it is going to re-organize both High Schools utilizing a school within a school model organizing small learning communities under each of the career clusters; Agriculture, Business, Family and Consumer Sciences, Health Occupations, Information Technology, and Trades & Industry.

NRS 388.215 requires schools with enrollment greater than twelve hundred students to develop programs that will support small learning communities within each building. Utilizing the career cluster model as the focal point of this change allows the district to develop both college and career opportunities for students on both high school campuses.

Teacher evaluation system:

One of the requirements of the RTT-D proposal is that each participating school district develops and utilizes a teacher and administrator evaluation system that includes student achievement as a primary element of the evaluation. This new teacher and administrator evaluation system is currently being utilized at Eagle Valley Middle School and is scheduled to be scaled up to the other participating schools in the coming year.

NRS 391.465 requires that the teacher evaluation system requires student data as a fifty percent component of a teacher evaluation. The new teacher evaluation also meets all the requirements defined in the Nevada ESEA waiver.

The district has worked closely with it bargaining groups to be sure that all components of the teacher evaluation system fall within the negotiated agreement and will meet all requirements currently being defined by Nevada's policy makers.

The district is in the second year of implementing its new administrator evaluation tool and that tool includes key elements of effective principles. This tool puts a heavy emphasis on student achievement data and the also addresses many key components of effective building leadership.

Summary:

Each of the primary components of this project fits within current legislation and/or Carson City school District Policy. The district will not face any legal roadblocks when it moves forward to implement each component of the grant.

(B)(4) Stakeholder engagement and support *(10 points)*
The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal:

The district completed a comprehensive review process to determine if it should move forward with the RTT-D application. As part of that process the district consulted district and site leadership as well as its community stakeholder groups to determine if the district should proceed with the application. After careful consideration the district decided to form a Race to the Top planning team to develop a high quality application. The following groups are represented on the grant development team.

- Carson City School District Parent Teacher Association
- Ormsby County Teachers Association (OCEA) – Carson City teachers association
- Carson City School District Administrators Association
- Carson City School District Classified Association
- Carson City School District Student Health Services Association
- Site administrator from each participating site
- Implementation Specialist from Eagle Valley Middle School
- Strategic Plan implementation Committee
- Community Representative
- Nevada Department of Education
- The district also sought input from the University of Nevada Reno, and Western Nevada College on specific elements of the application.

After completing a comprehensive review of student performance and district services the RTT-D Planning team chose to develop an application that will focus on the development of a Learner-Centered System in each of the school districts secondary schools.

The RTT-D planning team followed a very collaborative process. This group met weekly to review the application and make recommendations for each aspect of the grant. Ideas put forth by the group were placed in the application. The draft was sent back to each member to review and then shared with their representative group. Ideas flowed back and forth as the application continued to be developed over a seven week period. Eventually the district completed the project utilizing this very collaborative model with its representative groups.

This team served as information distributors as well, as each draft was developed team members shared information back with their constituent groups. Team members continually gathered feedback that could be brought to the committee each week and used to update each section of the application.

A public presentation was developed and shared with multiple groups. The first of group included the Carson City School Board Meeting on September 25, 2012 this meeting was televised locally and available to all citizens of the district.

Once the draft was fully developed it was shared with additional school and community groups so that they had the opportunity to gain information and provide feedback on the application. The following groups have either provided or signed a letter of support for this project.

University of Nevada Reno

Western Nevada College

Carson Middle School Student Council

Eagle Valley Middle School Student Council

Carson High School Student Council

Nevada Health Education Association

Carson City McKinney Vento Program

Western Nevada Food for Thought

Nevada Parent Teacher Association

Carson Middle School PTA

REDCO Manufacturing

Carson City Health and Human Services

Partnership Carson City

Carson City School to Career Advisory Group

Carson City Parent Teacher Association

Nevada Department of Education

Carson City Mayors Office

Western Nevada Boys and Girls Club

Nevada PTA

These groups along with a large number of parents and community members at large have endowed their support of this project. The design of the project aligns with the Carson City School District Strategic Plan, District Improvement Plan, Carson High School Accreditation Plan, Pioneer High School Accreditation Plan, Carson Middle Schools School Improvement Plan, and Eagle Valley SIG (1003g) Plan. The Carson City School District moved through an extremely collaborative process to develop and share this application with school and community stakeholders. The district does not have the funds internally to implement this plan at this time, but the funds available through this grant will allow the district to fully develop this project.

(B)(5) Analysis of needs and gaps (*5 points)*

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Two pages

(B)(5) Analysis of needs and gaps (5 points)
In order to create personalized learning environments for every child the district must fully develop each component of the Learner-Centered Organizational Model identified in sections (A) and (B)(1) of this application (Refer also to Figure I on page 28). Though many of the organizational structures are currently in place at Eagle Valley Middle School these structures do not exist at the other sites. The district will require RTT-D funding if it is going to continue the project at Eagle Valley and at the same time have the resources to bring the remaining sites identified in this application on line.

In the following section, the critical components of the plan have been identified and targeted improvement for each item is defined (black). Under each component the person overseeing the item, current status, and timeline are posted (underlined). On the right hand side of the table the district has signified the current status of each element in place at the targeted site.

Carson City School District – Needs and Gap Analysis	Carson Middle	Eagle Valley	Carson High	Pioneer High
District Transformation office created: Create a transformational program office within the district office to monitor and facilitate the transformational project being implemented at all four sites. The district will hire an administrator on special assignment to head up the Transformational Office, facilitate and oversee the development of each project at each school site. Open the Transformation Office and hire the Transformation Director (January 2013). Transformation Director facilitates the project under the direction of the Associate Superintendent of Curriculum throughout the life of the grant.				
Hire Career Counselor Teacher on Special Assignment (CCTOSA): The district has identified the need to hire a teacher on special assignment and three paraprofessionals to align school to career job shadowing and/or internship experiences. The district will hire these positions in January of 2013 and the work will begin building connections the community so that students can begin job shadowing experiences as early as April 2013.				
Hire implementation specialists: Hire implementation specialists at the site to provide high quality professional development and facilitate development of component of the Learner-Centered Model. Hire implementation specialists for each site; {Carson middle (3); Eagle Valley (2); Carson High School (6); Pioneer High (1)} this includes rehiring the implementation specialists at Eagle Valley Middle School whose current positions end June 2012. Provide training for these high performing staff from January 2013 through June 2013. Implementation specialists begin to provide service June 2013 and continue service throughout the life of the grant. (Eagle Valley's position runs out of funding June of 2013 – district will need Race to the top funds to maintain the position)		X		
Curriculum: Established learning targets for each student for every class that is taught. This includes the courses supported by the common core as well as those that are not. Learning targets reviewed and either updated or established at the middle and high school level in all classes and at all grade levels. Implementation Specialists will facilitate the process and teacher teams at the school site, the content experts will complete the task. (June 2013 and run through December 2013)	X	X		

Carson City School District – Needs and Gap Analysis	Carson Middle	Eagle Valley Middle	Carson High	Pioneer High
Assessment: Employ the use of authentic and high quality assessments that measure student mastery of common core standards in every class. Assessments developed as part of this process should demonstrate student performance at the highest levels of Blooms Taxonomy. Assessments developed for all classes and grade levels Implementation Specialists will facilitate the process and teacher teams at the school site, the content experts will complete the task. (July 2013 and run through June 2014)		X		
Instruction: Instruction is based on the unit mastery and connected to student data system, essentially creating a foundation for a data driven instruction system. Instructors shift focus from delivery of information to student mastery of targeted skills. Implementation Specialists will support instructional improvement through coaching and feedback (June 2013 – June 2015)		X		
Student Data System: As part of this model the Data System must be in place to monitor student mastery of the standards in all courses. The data system must provide tools in order to disaggregate student data, by student, class, department, school, and demographic group. The important component here is that data can be used to drive individualized instruction for each student. Another key component is the ability of both administrators and teachers to easily access the data and use it to improve instruction for every student. Data system is in place at Eagle Valley but needs to be completed for the remaining sites. The data warehouse system will be chosen by June 2013 and will be in place and used at all sites by January 2014. Currently, Eagle Valley utilizes an Apperson program in a district developed system. The expansion of this project will either require expansion of current system or purchase of a pre-made system.		X		
Create Individualized Learning Profile for each student: At the middle school level individualized plans are developed for each student. At the high school level these plans will expand beyond core content to include College and Career Portfolio System. – Eagle Valley currently is doing this work; it is looking to improve its data sharing format to increase parent access. Individual student progress is currently being monitored, students are receiving interventions in each course, and students are able to re-take assessments if critical content is not met. The student data system is a critical component of this process and is working well to support the progress of each student and is also being used by staff as they work to meet learning expectations for each student. By June 2013 student based learning profiles and individual plans for each student will be in place for all students.		X		
School to Career Portfolio System: Secondary school to career electronic portfolio outlining the college and career pathway for each student will be developed and will be used by students, parents, and staff to guide student progress toward college and career success. Set up by counseling office at two high schools with assistance from CTE facilitator hired by district as part of this project. Completed by January 2013.				

Carson City School District – Needs and Gap Analysis	Carson Middle	Eagle Valley Middle	Carson High	Pioneer High
Student Guidance: Students meet with guidance counselors each year at the high school level to review college to career progress toward both college and career. The electronic portfolio serves as a guide to the conversation. The district will be hiring an additional counselor, CTE facilitator, and three paraprofessionals to align school to career opportunities for students. Guidance office oversees this process and student counseling in this area to begin January 2013.				
Professional Development: Professional development will be provided for all key stakeholders of this project. Administrators will receive training on transformational leadership, Implementation specialists on Learner-Centered organizational development, Department Chairs on leading data driven instruction in a department, and classroom instructors training on curriculum, assessment, and instruction in the common core. Training program will be facilitated by Administrator on Special Assignment and will begin in January 2013 and continue throughout the project.				
Teacher and Administrator Evaluation connected to Student Achievement: The process has already begun at Eagle Valley Middle School and will be scaled up. The current student data system and Danielson based Teacher/Administrator Evaluation system is aligned and currently being field tests. This project will be led by Associate Superintendent in charge of personnel and will begin January 2012 and run through the life of the project.				

C. Preparing Students for College and Careers (40 total points)

(C)(1) Learning *(20 points)*

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

(a) With the support of parents and educators, all students—

(i) Understand that what they are learning is key to their success in accomplishing their goals;

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;

(iii) Are able to be involved in deep learning experiences in areas of academic interest;

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

(ii) A variety of high-quality instructional approaches and environments;

(iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

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To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

(C)(1) Learning *(20 points)*

In order to build this project the District looked to the work of Stiggins (2004) who described in the development of Assessment for Learning research, the need for individual students to clearly understand his or her individual learning path. When a student is clear about the targeted outcome and is fully engaged in the experience the student is able to self-monitor and manage their individual progress toward a specified educational goal. The foundation of this project is built on the performance of each individual student and his or her ability to self-monitor progress toward meeting college and career ready expectations. The following sections will allow the district to define its vision for student learning and the opportunities that will be created if the program is fully funded.

When fully implemented, the project will assess every student who enters the district to establish their current college and career readiness score. If the student possesses grade level skills in each of the core areas then they will move forward on the traditional path. Students who are performing below baseline will enter on a remediation path, and students above will be placed at the appropriate skill level allowing them to grow outside of the traditional pathway.

Carson City School District's plan is to develop a system that will move all students to meet or exceed college and career ready mastery. In order to address both college and career standards the district is going to develop its system to provide support to students along a longitudinal pathway that will address both traditional common core college requirements as well as provide an opportunity for every student to participate in one of six career pathways. These pathways are developed under the umbrella of Career and Technical Education. Students will be able to take courses and participate in school to career experience in the field of their choice.

Next the district will develop learning targets for every course. Students will be expected to meet college and career ready standards within in each course. Teachers will be recognized for their ability to move students to mastery within this system. A data system will be developed that will allow all stakeholders (students, teachers, administrators, and parents) access to individual student mastery data at any given point in time.

The following sections will address the original placement of students, development of a longitudinal plan grades six through twelve, and achievement of mastery of college and career standards course by course.

Introductory Assessment

At the middle school and high school level the Carson City School District has utilized the MAP assessment for many years to identify baseline data on student knowledge and skill in the areas of reading and mathematics. Students who are meeting or exceeding grade level learning expectations will be placed on the traditional or advanced pathway. Students who are identified as performing below grade level expectations will also be placed, but the focus will be on moving the student into an acceleration environment. This may occur in a regular classroom or may include additional support outside of the classroom. Further discussion of these options will take place later in this section.

Longitudinal Academic Opportunities

Currently, the Carson City School District meets the letter of the law when providing basic guidance services to students. Our counselors meet with students at the middle and high school level to develop an academic plan. Counselors monitor student progress toward middle school completion and high school graduation and intervene when necessary to help keep students on track to graduation. The current system does not pull critical information together for students and families in a single place. In order to make a decision about course selection or graduation requirements, students and families must gather information from multiple sources, root through a variety of documents and then use personal experiences to help make the appropriate choices. Many parents do not have time or system knowledge to be able to assist students in this process. The district plan for this deficiency is to enhance and expand a student's knowledge about opportunities both in school and when they leave school ready to extend their education and move to the world of work. In our proposal we plan to build an electronic portfolio for each student that will serve as an academic progress guide addressing grades six through twelve. This portfolio will list all the courses required for graduation including basic core academic requirements and elective opportunities. At the middle school level this will be relatively simple since there are limited electives. At the high school level this e-portfolio will be set up around the six career clusters. As stated earlier in the application the district will be developing a school within a school model and all students will select a career cluster and will be grouped in that way. Students will be required to meet the core academic requirements as well as the career cluster requirements as part of their educational journey.

As a student travels through the career cluster, he or she will have access to common core content as well as a career pathway in one of the following areas; Agriculture, Business, Family and Consumer Sciences, Health Occupations, Information Technology, and Trade and Industry. With assistance from the counseling department each student will self-select a career pathway that is approved by their parents. Each counselor will specialize in a career cluster and will support participating students throughout their time on campus. Students will be encouraged to work through the full series of related classes and participate in an internship program. *Let's* consider Bill, he is a freshman at Carson High School and has selected engineering which is part of the Trade and Industry career pathway. Bill will be enrolled in a series of core classes including ELA, math, and science, preferably along the honors or advanced placement track. Bill will also enroll and complete the series of engineering courses along with an internship opportunity. The educational experience gained along this pathway will provide Bill a strong understanding of the engineering field and will prepare him for entering a post-secondary engineering program. All six career clusters have professional opportunities that can lead students to post-secondary education or to the world of work. Currently the district has a nice framework of courses but the system needs to be further developed in order to move all students through the career cluster model. The development of the e-portfolio and work from site leaders and staff would allow the district to further develop this model opening up opportunities for all students as each prepares for college and career readiness.

Turning back to the e-portfolio the District would like to emphasize that this tool is intended to be more than just a check sheet where students open and record completed courses along the pathway to graduation. The e-portfolio would be tied to both the Power School and the Student

Data System that will be used to monitor student grades as well as student progress toward mastery of the standards. The e-portfolio system will be updated weekly; this includes the transfer of information from both Power School and the Student Data System. When a student advances to high school, the e-portfolio will be aligned to the six career clusters. The e-portfolio will contain basic information about professions housed in each cluster as well as the academic course options that lead into the professions. Course pathways will be defined for each individual student and as the student moves through course completion the e-portfolio will update noting what has been completed and what is next. The e-portfolio will be housed on a secure server that can be accessed by students and parents twenty four hours a day. The e-portfolio will also house college and career ready information that will help students and parents understand expectations of students as they move into the postsecondary environment.

Guidance is a critical component for this career cluster model. As stated earlier students and families will receive training that will help them to access the e-portfolio. Each student will be required to participate in a series of high quality training and guidance opportunities. This will begin with an introduction to the e-portfolio and basic requirements for completion or graduation from each secondary site. Training will occur a minimum of once per quarter and will be used to guide students through the academic and career cluster pathways. This training will be grade appropriate and will help students to develop life skills, professional skills, and post-secondary educational skills. Students will be required to take an interest inventory as well as a learning style and or multiple intelligence survey. These items will provide critical information to the student as well as the district when providing support to these students as they travel through this learning system. Students and parents will be required to participate in these activities.

The e-portfolio will be housed in a web-based environment so that it can have a twenty-four hour a day access. In order to build this e-portfolio the district will bring together its counselors, teacher leaders, and technology specialists to clearly define the e-portfolio characteristics. Once outlined the district will utilize RTT-D funds to either create or purchase a program to house the e-portfolio. The district is aware that some parents do not have digital access so parent computer portals will be set up in the school and made available for parents to access the student e-portfolio and other important school information like Power School. Finally the e-portfolio will be accessible through a printable format so that stakeholders can print out all or part of the e-portfolio for work outside of an electronic environment.

Each career pathway will include high level English, Mathematics, and Science courses; these will serve as a common core academic foundation. Since students are entering the career pathways at such a young age it is very possible that groups of students may request to move from one career pathway to another. The design of each career pathway will allow this change. Since high level core curricular classes are foundational to this project, the change in career pathway would be possible. Though students may not be able to travel down a complete pathway, they would be able to spend some time in several pathways and each related course could provide useful knowledge and experience that connect to the student's future postsecondary experiences. Students who choose to shift career pathways would most likely shift counselors who will be overseeing the students work in the new career pathway.

Academic Support Unit System

Consider for a moment that you have returned to your middle school or high school American History classroom and you have the opportunity to spend several weeks with Mr. Walters. He is a vibrant, engaging instructor who has gained your respect because of his ability to gather the best out of you each day. As you enter the room, you see a pair of life size pictures of civil war politicians.

"Good morning, we are entering a new unit of study and the focus is on slavery. As part of this unit we are going to ask you to fully understand both sides of the issue. I have left on your desk this morning a copy of the Learning Guide that pertains to this unit. At Eagle Valley you know that each time we enter a unit of study we provide for you a document like this one that outlines the learning expectations, learning activities/projects, and assessments that are part of the unit. On this unit one of the big projects is to develop a paper that will effectively compare and contrast the common held beliefs of two Civil War contemporary politicians. These politicians David Rice Atchison - Missouri (pro-slavery) and Charles Sumner – Massachusetts (Anti-slavery,) whose pictures you see posted on the board each publically professed their beliefs in support of or condemnation of the institution of slavery. As part of this unit we are going to read two original documents published by David Rice Atchison and by Charles Sumner. You will be required to develop a paper that will highlight the stance of each author. You must identify and highlight the similarities and differences contained in each message. At the conclusion of the paper, I would like you to identify which author presented a more effective argument and identify some of your reasons for selecting that author. I have included a rubric that outlines the requirements related to this project. As you can see a majority of the points will fall in your *ability to compare the author's points of view*. Additional points lie in development of your opinion as to which author expressed a stronger argument. As you can see, you will also be required to present your paper in a way that meets our schools writing expectations. You will be required to type your paper and it will be reviewed for grammar and spelling elements.

Going back to the learning guide you can see that like other units we have experienced we work in there is some discrete information that you must learn. This includes being able to identify some of the key people from this time in history, define their beliefs, and remember some key dates. The other big part of this unit is the unit exam. This exam will have several multiple choice questions as well as one or two free response items. Remember when we get to the free response items you need to plan your answer before you begin writing. Be sure to utilize a bubble map or develop an outline first. Then use that information to write a high quality answer. I will be asking you to turn in your outline along with the answer at the conclusion of the test.

Now, before we go on, I want to be sure that you are clear about the requirements of the upcoming paper; I see that you are in your table top groups this morning and all four members of each group are present. I want you to turn to your shoulder partner and gather a copy of your rubric; I would like the A partner to describe the paper assignment and review all the requirements. I would like the B partner to listen follow along looking at the rubric. Once the A partner finishes the description, I want the B partner to add any missing data. At the conclusion of your conversation I am going to address any questions you have with the paper…." (Please refer to Appendix (B)(1) Sample Scoring Rubric pg. 231, and Sample Learning Guide pg.233)

When this project is fully implemented every student should expect this type of experience when they participate in a unit of study, a clear definition of what is expected of the student in terms of both knowledge and performance. A description of how points will be awarded, and the quality of work that is to be shared. Throughout the learning experience the teacher should be constantly checking for understand of all students and the learning activities should begin at the basic levels of Blooms Taxonomy but should increase in the level of difficulty throughout the unit. The goal is that each student gathers basic knowledge about a given topic or skill but then builds on that knowledge throughout the unit. The learning guide should serve as a reference point that teachers should refer to whenever appropriate. This document will serve as a metacognitive anchor for students helping to clarify the path to mastery within each unit. This same depth of knowledge and unit design practices should take place in all classes, whether that is mathematics or physical education. Students who understand the learning targets and participate in well-crafted learning experiences will meet the mastery targets set for them.

Earlier in the application the district described the Learner-Centered Model and the need to establish specific learning targets for each course. Each teacher must possess this outcome knowledge in terms of what the student is to know and be able to do. Secondly common assessments must be used to verify mastery at the highest ends of blooms taxonomy. Prior to entering the unit, high quality pre-assessments must be administered so that each teacher is clear about the student's current knowledge and or skill. Instruction must be planned in a way that will create learning experiences that will guide students to successful demonstration of knowledge or skill mastery at the conclusion of each unit. Each teacher must employ outstanding formative assessment practices that allow both the teacher and the student to monitor progress throughout the unit.

Common classes will utilize common assessments, but the types of assessments will vary from unit to unit. There will be times when a project, paper, or presentation may be the best method for demonstrating mastery. In each case the teacher teams who teach common courses will come together, select the best method of assessment, then work collaboratively to create the high quality assessment and the evaluation rubric. The implementation specialists for each site will facilitate the process making sure that the assessments are of high quality and truly do measure the desired learning outcomes. Learning guides for each unit will be developed in collaboration with teachers who plan for the unit of instruction. All this work is done prior to entering the unit of study. Once ready to enter the unit students will receive the learning guide, description of any projects and the related rubrics. Students will be taught about the unit and student expectations as well as methods to study for and complete related tasks. Metacognition is critical here. Students need to know what to learn and how to learn it. They also need very clear descriptions of what is expected. This includes sharing high quality examples prior to setting students loose on a project whenever possible. Grant funds will be used in the form of extra hours and hiring substitutes to provide teachers time to collaborate on this project.

As part the Eagle Valley Project the district developed a Student Data System that ties mastery of specific skills or knowledge to the data base. The system is designed to gather post unit assessment data. Once complete, the results are uploaded into the student data system. Currently the district is utilizing an Apperson product which is a scantron type form. Teachers utilize the rubric scores for mastery on projects or free response items. This reliable data system allows data

from both discrete responses and project based grading opportunities to be effectively uploaded and reviewed. Teachers at the site convert responses to standard mastery ratings and allow students, teachers, administrators, and parents real time access. The data system is updated weekly and is used in by teachers to monitor progress and make changes as needed. Also teachers who teach common classes use this data to compare progress on common units. Teachers share results and make suggestions on how to support student learning across classes.

Mastery in this system is set at a high level. Consider a group of sophomore English teachers who are planning the development of an argument paper. Barbara, a fifth year English Language Arts teacher gathers her results and determines that sixty percent of her students did not create a quality argument paper. However, Evelyn and Debbie had ninety percent of their student's present papers that met the mastery threshold. In the old system, Barbara would say, "Oh well, I taught, it was up to the student to get it". This system is not accepting of that belief system. In this case Barbara determine that she had left out some key components to her instruction and she went back, retaught that portion of the unit and assisted students in redrafting the paper. This work resulted in ninety five percent of the students in meeting targeted standards.

There may be students in this system that do not reach mastery or are functioning below grade level, but specific services have not been provided to assist these students. This system is designed to find students very quickly who are not meeting expectations. The student data system and Power School System provide information regarding each student's ability to master standards within each unit. As data is entered, areas of concern are automatically highlighted so that students or student groups who are not meeting expectations are easily identified. This information is addressed within each PLC as well as by administrators and school leadership teams. As student challenges become evident interventions begin immediately. If the need can be addressed by the individual teacher it occurs. Students are given multiple opportunities to reach mastery. The goal is that each student can demonstrate comprehensive mastery at the conclusion of the course. If in-class remediation will not work, then the level of intervention will be determined. Students on each campus that require additional remediation will be placed in the afterschool program and specific remediation provided until the deficient skill is attained.

If the problem is more extensive then students will be referred for Instructional Consultation (IC) interventions. A plan will be crafted to support both the student and teacher. In some cases an individualized education plan will be developed and ongoing support provided for the identified student. As part of this type of intervention the teacher will work with an IC team that is made of expert teachers and an educational psychologist who is trained to identify student deficiencies and then plan interventions designed to match the needs of the student. Extensive testing goes on as part of this process and the team collaborates on solutions. This process may last several weeks or several months depending on the effect of the intervention. The IC process is used when students require the additional support of developing an Individualized Education Plan (IEP). Each site that has been included in this application has multiple IC teams working on the campus.

There are times when students require multiple opportunities within similar courses to gain mastery skills. Additional course opportunities will be made available to students who are functioning significantly below grade level and would benefit from these enhanced opportunities.

Students will receive special instruction in the identified content area in order to accelerate learning and close the achievement gap between the student and their peer group.

Unfortunately, there may be a very small population of students who do not meet mastery skill levels during in class opportunities. After the teacher has provided intense remediation in the classroom and has determined that the student needs continued support then the student and the teacher set up out of class remediation. Preferably the teacher provides this remediation, but if that is not possible then the student is referred to the afterschool program. In the afterschool program the content specialist assigned to this program will access the unit data and will contact the teacher to determine what support the student needs. Specific remediation is provided to the student and if the student catches up then the student ends the remediation experience. The afterschool program will address direct interventions based on progress identified in each unit of study, homework assistance as needed, and enrichment opportunities that will provide less fortunate students the opportunity to expand horizons in multiple areas including access to health education, community recreation, and the arts.

The system being described by the district can meet the needs of all learners. Often districts are criticized for not meeting the needs of its highest performing students. This model can serve as an exceptional system for meeting the needs of high functioning students. The district will develop a credit by exam system utilizing common post assessments and the Carson Online curriculum. Students that successfully pass the post assessment at a mastery level, usually greater than eighty five percent, will earn credit for the course and be able to move forward to other areas of interest. The District has already developed agreements with Western Nevada College, Truckee Meadows Community College, and the University of Nevada-Reno that will allow advanced students to take dual credit courses. The district will address the cost of these courses as students who qualify move forward with enrollment. These courses address both academic and career field options.

Each course will offer several project based learning opportunities where students can seek out areas of interest and pursue a further understanding of that area. These projects will allow students access to diverse cultures, context and perspectives. Essentially these experiences will expand individual learning opportunities for all participating students. Instructors will provide guidelines (scoring rubrics) and support for these experiences, but students will be free to select the topic or project that they are interested in.

There will be times in each course where students will be asked to work in collaborative groups, solve deep rich problems, and participate in high quality conversations in order to expand their individual and collective knowledge. These experiences will promote skills such as goal setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving. Participation in a Learner-Centered system allows every child to grow beyond the discrete multiple choice responder to a well-developed thinker, communicator, and learner.

One of the great attributes of this system is that it allows students a wide variety of experiences but also allows for the opportunity to track mastery of these skills in a high quality and reliable way. Essentially the student data system can be used to verify that students have demonstrated mastery of each the key areas described in this section.

The district has developed an exceptional model to move all students to college and career ready skills. Through the creation of the Learner-Centered Organizational Model the district has been able to create a plan that will promote an individual learning environment where students can understand their long term goals and aspirations through the development of the e-portfolio and adjoining support systems. Students also have a clear definition of learning expectations within each unit of study as they connect their learning to learning guides and support rubrics. Teachers provide exceptional learning opportunities that allow every student to reach mastery. Intervention and acceleration opportunities have also been imbedded in this plan. Students have the opportunity to pursue their individual interests while they master the required curriculum. Teachers in this system utilize a wide variety of instructional opportunities and students have the opportunity to work with peers and experience the curriculum in very deep ways. The full implementation of this Learner-Centered project will provide the pathway for every student to receive an exceptional education and to leave high school ready to succeed at the post-secondary level.

(C)(2) Teaching and Leading (*20 points*)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students such that:

(a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

(iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

(b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

(i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that respond to individual student academic needs and interests;

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

(C)(2) Teaching and Leading (*20 points*)

Much of this initiative is built to improve the quality of the curriculum, assessment, and instruction provided within each classroom. Placing the emphasis on the work of the classroom teacher follows the findings of Darling-Hammond (1999), Marzano (2003), Strong and Hindman (2003) among others who stated that the greatest predictor of student success in reading and/or mathematics is the quality and preparedness of the classroom teacher. Even when factors such as language or poverty are considered, the classroom teacher is still the single most important factor in the academic success of a student. This project includes a comprehensive training program that will significantly enhance classroom practices. Training will also be directed toward PLC's administrative supervision, and counseling practices. When the project is fully implemented the district will have created a learning environment that will allow every student to monitor progress toward mastery in every course and pursue his or her individual interests along the longitudinal pathway defined within the e-portfolio system.

Developing Learning Targets – curriculum and assessment system: As stated earlier in the document the district does not currently possess an aligned curriculum and assessment system that will provide a reliable pathway toward standard mastery. In order to address this challenge the district is going to facilitate a series high quality professional development opportunities that will enable every staff member to identify learning targets for each class they teach. A similar process will be used to develop common unit assessments that will be used to measure student mastery of college and career ready standards. In order to fund this work substitutes will be hired or extra hour pay will be utilized by the district to provide time for teachers in common classes to come together and complete this work. The following section provides an example of how this process will occur:

Professional Development Model – Selecting Learning Targets and Aligning the Curriculum - SAMPLE

Mr. Williams is a high school geometry teacher; he and his common class peers have been subbed out of their classroom for the three days to complete the identification of specific learning targets that are aligned to common core standards. With the help of the high school mathematics implementation specialists who was hired as part of this application, Ms. Dodge, the geometry team will define the big ideas that the team considers most important for students to demonstrate mastery as part of this course.

… As this process begins Ms. Dodge guides the group trough a thorough investigation of the common standards related to geometry. Ms. Dodge moves to the board and provides the following directions. I am going to place on the board at the following model:

Unit 1 Unit II Unit III Unit IV Unit V Big ideas for mastery

Over the next two to three days we are going to move through the common core and Nevada State Mathematics Standards in order to identify the most important knowledge, and/or skills that students must demonstrate as part of the high school geometry course. Remember we want

students to retain this material well beyond their time in this class. Once we collaborate to define year end mastery, we will chunk the data backwards, defining semester, then unit mastery. The knowledge and skills defined here are going to form the basis of the semester and unit post assessments. Remember that students need to see content multiple times in order to commit the information to long term memory; so when we set the learning targets we are going to plan to address key items multiple times. Our process will begin by defining the year-end Big Ideas course expectations, working backwards dividing key ideas into each unit of study. Remember that we are planning this work from the student's perspective; we are considering what the student is to know and be able to do as a result of their interaction with the curriculum, the teacher, and their peers as part of this process. When we are done with our task we will have defined the mastery outcomes for students who will take this class. All classes whether they are traditional core content or career tech will all be addressed in this manner.

Once the learning targets have been established, teacher teams who teach courses along vertical continuum will be brought together to complete the process of reviewing the learning targets along the vertical pathway. This process will produce a map of targeted knowledge and skills to be mastered and it will be both horizontally and vertically aligned. This alignment will occur in all courses and will span grades six through twelve. The district will also be working with the local university and community college system to verify that the alignment of the Carson City School District curriculum and assessment system will meet college level expectations at a high enough level that students exiting the district will not require remediation at the college level.

Developing common year end, semester, and unit assessments follows a similar professional development pattern. In common classes' teachers come together as teams and review the learning expectations map in order to select the most effective methods of assessment. The goal is to select the most appropriate assessment techniques that will allow students to demonstrate comprehensive mastery of college and career ready standards. The assessment may be paper pencil including discrete responses as well as free response items; it may be a project, product, or demonstration. In this systemic approach students will be asked to demonstrate skills in each of these ways as they travel through the middle and high school curriculum. Teachers who teach singleton courses follow the same process and work individually with the implementation specialist to complete the work. Along with teacher teams, university representatives will also be asked to participate in this process so that district staff can be assured that student mastery will also lead to college and career readiness.

In a Learner-Centered System every student must hold a clear understanding of what is required prior to entering each unit of study experience. In addition they must also be able to monitor progress and self-adjust as they travel through the series of learning experiences. This connection to mastery must exist if a student is going to connect classroom information to long term learning. As part of this project common course PLC teams will collaboratively develop unit learning guides. Much like a college syllabus, this document will include an outline of what the student is to know and be able to do. The document will also define all the primary activities and/or assignments that have been planned. If there is a paper or project required during the unit, the rubric to grade it is included. Again think back to the example shared in the previous section (C1). (Please note that assignments originally listed on the learning guide may change. Instruction is to be developed on the needs of each student, and additional support may be required depending on how the students gain knowledge or skills during the unit.)

Developing and delivering instruction in a Learner-Centered System:
Now it is time to pre-assess the students and begin to plan unit instruction. Once the pre-assessment results are gathered and teachers have had a chance to identify current skills of students it is time to develop a general series of lessons that move through the unit of study. Working in the PLC teams the implementation specialist will provide some specific training for teachers on how to plan for a Learner-Centered lesson. The shift for many teachers is the move away from the delivery stance where the focus is on presenting information and moving on to a Learner-Centered stance where the focus is on moving students form current level of knowledge or skills to a mastery level.

In a Learner-Centered System the teacher will be recognized for their ability to move students to mastery of a predetermined set of knowledge and/or skills. Mastery will be determined by how well students perform on the post unit assessments as well as the year end assessment. Each post assessment in this system is considered to be comprehensive. The curriculum has been designed for student to receive instruction on key ideas multiple times throughout the year. We have worked together to clarify learning targets, develop assessments, and prepare learning guides that will provide a foundation for each student to reach mastery. The next step is the planning and delivery of instruction of high quality learning experiences. Planning for Learner-Centered instruction is quite different than Delivery-Centered plan. What a teacher presents has some value, but not nearly as much value as what a student can demonstrate. As the lessons are planned the teacher begins with the end in mind. The process includes reviewing the post assessment requirements and the post unit assessment. Training for this process would bring common course teachers together and through a comprehensive facilitation activity the implementation specialist would guide this process. Typically the group would consider the requirements of the lesson and the pre-assessment results. They would work together to plan the pathway of the unit. Not every classroom is the same. Students will enter the unit with different skill sets. Training in this area will emphasize how to address groups of students who are entering the unit with different skill sets. The job of the teacher in this type of class is to serve in the role of a coach. Consider this short baseball analogy, there are two infielders one is extremely good at moving to the back hand side to gather the ball and the other has trouble turning and running to catch a popup, as the coach you are going to separate these students and give one practice with the back hand and the other with pop-ups this varied approach is going to get both players to possess the skills they need to perform well in the game. The role of the implementation specialist is key to the success of this transition; teachers will adjust practices if given the guidance and support to do so.

When planning ends, instruction can begin. In order for students to gain life time knowledge the teacher must create rich high quality experiences. When an instructor works in a delivery stance the focus of the lesson may rest on presenting facts and anticipating that presentation will lead to student mastery. Here is a short example of a simple math lesson. In this lesson the teacher is hoping to get the students to learn that the sum of the measures of the angles of a triangle equals one hundred and eighty degrees. In the past Mr. Toms would simply tell students in a lecture format and expect students to remember. When he reflected further he found that very few students really grasped the concept. Mr. Toms decided to change his approach. The next time he presented the lesson he broke the students into pairs and gave each pair of student's eight triangles with varying side lengths and angle measures. He also gave each team a protractor and

instructed students on how to use the protractor to gather angle measure. Once every student could demonstrate the skill then Mr. Toms asked the students to gather each angle measure of the triangle and write the answer in the angle. Once that task was completed Mr. Toms asked the pairs to add all three angles together. After that process the students were asked if their answers were similar. The students determined that when someone adds the measure of the angles of a triangle together they will always arrive at 180 degrees. This is a simple example but it defines the process of the learner building their own knowledge. Requiring students to write or describe this learning experience will be helpful to students as they attempt to retain the rule and how they arrived at the solution.

The implementation specialists assigned to each site will be required to facilitate this type of training. They will also be expected, to enter the classroom, observe the lesson, and provide feedback to teachers. This close coaching type of work will provide a foundation for teachers to reflect and move past the delivery of information on to creating situations that will lead students to mastery of knowledge and or skills.

Professional Learning Communities:
Two important data systems are addressed in this project. The first is e-portfolio that is used to map and measure student longitudinal progress across their educational careers. Second is the unit mastery data that is collected as part of student work within each unit. This data along with classroom observation data serve as the foundation for professional discussions that occur in PLC's. There are multiple PLC groups that will meet within the system they include common course PLC's, Department Chair PLC's, Counselor PLC's and School Management PLC's. All groups in this system are Learner-Centered and data driven. The following section will address a sample professional development activity that defines the type of work completed in a common course PLC.

Professional Development Sample: Common Course PLC

The student mastery unit data system allows for transparent sharing of data. Every teacher who teaches in a common course, the implementation specialists, and site administrators has access to the unit mastery data. This data provides the foundation for methodically monitoring student progress and providing student interventions. The transparent nature of the data also provides systemic motivation to all stakeholders. Stepping back to Mr. Toms and his Geometry PLC team we can review their practices and how they can be used to affect each students progress. The same geometry unit will serve as the starting point for the conversation.

When entering the PLC, the teacher conversation begins with a review of unit mastery, year-end mastery, and post unit assessment results. The implementation specialist Ms. Dodge reviewed the norms of the group, and referred to the learning guides and post assessment results. The assessment was completed late last week and the team is coming together to review mastery progress and determine if intervention is necessary for any students. Mr. Toms looked closely at the data and noted that five teachers had over 90 % of their students demonstrate over 90% mastery of all of the key elements of the assessment and the two remaining staff only had 50% of their student group that demonstrated 90% skill mastery. All the teachers completed the item analysis and determined that the issues for students fell in in the angle measure section of the assessment. Mary and Paula, whose students did not perform as well, asked the remaining

teachers to share what they did to get the results from the group. Mr. Toms and his team mates pulled up their lesson plans and referred to the learning guides each noting the steps they took and the formative assessment they used. Mary and Paula reflected on their lessons and through this coaching scenario Mary and Paula noted that they had taken a direct approach to the angle measure question and they did not use much formative assessment. Each teacher then identified students who needed remediation and planned for that. Since the curriculum spirals, students will be held accountable for this information again, so it will be important to create some in-class alternative experience that will move students forward. (Please note that sharing this data openly across classes creates organizational pressure to support all students to meet mastery targets. Note that the implementation specialists and supervising administrator attends these PLC sessions.)

The common course PLC is one of the initial points of intervention for students in the classroom. In this system the district believes that a majority of the student body can meet in classroom expectations as long as the teacher provides high quality instruction and feedback to participating students. The district also believes that working from a Learner-Centered Stance placing student mastery at the top of the teachers desired outcome list supports this belief. In addition the common course PLC allows teacher teams to identify large target areas that students demonstrate deficiencies, this information can then be used to provide specific interventions to students. In most cases the interventions take place in the classroom, however there are times when student groups can be reorganized across class lines so that specific skills for specific groups of students can be addressed.

Several other PLC groups serve important roles in this project. The **Department Chair PLC** is important because it allows the department chairs and site administrator staff to look at groups of students across classes, departments, and college and career guide posts. This team can look at data to determine the effectiveness of teachers and student mastery on large targets. From this level, professional development can be identified and provided to underperforming teachers or teacher groups. Also student interventions can be addressed from this level. When this group meets they address classroom observation data, student unit assessment data, student electronic portfolio data, and district and state level assessment data. This data will be reviewed weekly and resources adjusted based on needs. Finally, this group will work closely with the counselor group to monitor student progress toward progress on the career pathway. Student electronic portfolios will be reviewed and interventions planned for individual students. The **Counselor PLC** group also meets weekly and focuses on student mastery data, attendance, behavior and other related issues. Currently counselors have limited data sets, but if the grant is approved then student data in the form of an electronic progress portfolio will allow the team to look at individual students and to plan specific support. There are times when individual students receive remediation and support and other times when individual students are served. This group also addresses counseling services related to setting the academic pathway. Again, an administrator sits in on this group and supports the work of the team. This group has a strong set of norms and is student centered. **The Site Management PLC** focuses on teacher performance. The goal here is to gather information about Learner-Centered Practices across the school. This group will look at teacher observation data, unit mastery assessment data, PLC observation data, and student portfolio data. The site administrators and implementation specialist will collaborate to monitor student progress and teacher practices that occur across department. Early in the implementation process teachers require significant support to adopt specified practices such as connecting to the

learning guides and utilizing formative assessment. Many staff members will be working from a Leaner-Centered stance for the first time.

Teacher Evaluation and Instructional Leadership:
Teacher evaluation will consider both professional practices as well as student performance data. Currently the district is piloting a teacher evaluation system that has been approved under the Eagle Valley SIG application. This system is first built to provide staff development to underperforming staff members but if improvement does not occur after significant support over an appropriate period of time then the evaluation process will be used to move the teacher out of the position.

Teacher Evaluation Sample:

Consider this example: Ms. Burt, who is having difficulty in her class. She is a third year teacher and Mr. Lee has been watching her closely. She is new to the building and after a month he is noted that Ms. Burt's student results are very low. Mr. Lee let Ms. Burt know that he was coming to observe her classroom. Prior to completing this week's walkthrough Mr. Lee wanted to get some background on the lesson. He pulled the expected learning targets, the learning guide and the post assessment prior to visiting the class. Mr. Lee also reviewed standard mastery and noted that only about forty percent of the students had met mastery during the last unit of assessment. Ms. Burt is a science teacher and the unit focus is weather. During previous observations Mr. Lee noted significant Teacher talk, essentially the teacher stood in front of the class, talked, asked students to perform several activities and some did and some didn't. The administrator let Ms. Burt know that he wanted to see her students more engaged in the lesson, and that she was to check for understanding regularly throughout the lesson. Mr. Lee entered the classroom and immediately stopped to check in with four or five students. He asked them what they were learning, and only two could provide a strong explanation. Entering in the middle of the lesson, Mr. Lee had hoped to see some engaging activities. The teacher did have several check for understanding activities, one was to have students write a sentence or two describing the term hurricane. As the administrator wondered through the room and noted that half had the correct answer, but half did not. Ms. Burt, waited for the lesson to move on, but did not check the students. The principal left after a few minutes noting that the teacher attempted to use formative assessment, but found that the techniques did not work well. Mr. Lee returned to the teacher and began the coaching conversation near the end of the day to review the lesson. In preparation for the conversation, the principal noted that the students were not clear about the learning outcomes, and many students could not follow along. In order to improve instruction, the administrator assigned the implementation specialist to provide support in order to improve instruction. He will also continue to meet with the teacher and provide feedback regarding this work. The idea is to provide the support so the staff member is able to move students to mastery.

The district office will conduct the administrator evaluation. In the past two years the district has adopted an administrator evaluation that addresses both student achievement and professional practices. This evaluation addresses implementation of the curriculum assessment and instruction components of project implementation as well as professional leadership. Working in collaboration with the district administration site administrators will be supported in the implementation process. Like teacher evaluations, coaching is used to improve practices, if coaching is not effective then the evaluation process moves forward.

Supervising a Learner-Centered organization is much different than leading a school with tradition practices. In this model the site administrator is focused on data driven supervision. As instructional leaders, the site administrators are expected to understand all the components of the project. The goal for an administrator in this program is to be able to walk into classrooms and see that all students are able to describe the learning expectations and their pathway to get there. The administrator must be able to sit in on PLC's and determine if the focus is on student progress, and if it is not, how will they coach the group to change practices. This process is very similar to being a Learner-Centered teacher there are times when telling the teachers to change is not enough, they need to observe practices, reflect, and provide feedback from a coaching perspective, often allowing teachers with support to identify the needed changes, describe them, then demonstrate them. Again, like the baseball analogy providing the support to all staff so that they can function at high levels independent of the administrator. The District Office will provide specific training to administrators in this project. This training will help site leaders to complete observations, use data, and coach teacher's to in a way that will move the entire organization forward.

Professional Development will play a big role in this project, as you read the examples throughout this section you would have seen the role of implementation specialists and administrators who will provide coaching and support at all levels of the program from developing the curriculum, through instruction, PLC's and the evaluation. This is not a stand and deliver professional development model. The focus in on building practices that lead to high quality professional practices and ultimately exceptional student performance levels. The professional development will come in the form of tradition presentations, work in the classroom, planning, observation and feedback.

When fully implemented this project will create an individualized learning environment that will allow every student to reach college and career ready skills within each class across their middle school and high school career. The plan for this project will align the entire education system and will allow teachers to work in collaboration with students, teachers, and administrators to achieve mastery within each unit. Students will have opportunities to pursue common skill mastery as well as independent understanding within this system. Again, teacher guidance and feedback will allow students to expand their knowledge and ability to develop a high quality project. Working along the career pathway, students will be introduced to both college and career ready challenges. Students can be accelerated through the system and once they meet final course requirements students can move right into the university or community college system prior to graduation, allowing students to earn dual credits. As part of this plan the district will use high quality professional development to develop curriculum, assessment, instructional and leadership practices. Professional Development will also be used to improve work in PLC's and leadership practices. Finally, the system built here will provide a high quality data system that can be used by teachers to improve classroom instruction and by teacher and administrator PLC teams to monitor student performance and professional practice. Essentially this project will allow the Carson City School District the ability move all students to meet college and career ready expectations.

D. LEA Policy and Infrastructure (25 total points)

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

(D)(1) LEA practices, policies, rules (15 points)

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

(D)(2) LEA and school infrastructure (10 points)

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

(D)(1) LEA practices, policies, rules (15 points)

In order to bring the vision into practice the district will form a new department known as the office of Transformation and Improvement. This district level department will focus its efforts on the full implementation of the RTTT plan. This department will oversee work that will be done at the district level as well as the work done at the sites.

Transformation and Improvement Department:

The Carson City School District will be opening a transformation department at the district office level. This office will be housed in student support services under the Associate Superintendent in charge of Educational Services. The District will be hiring an Administrator on Special Assignment (AOSA) to oversee that department. The District will utilize the performance interview process to select an administrator. The person hired will be expected to have extensive experience in leading school turnaround initiatives. The AOSA will manage each of the projects and work closely with district office staff to create support structures for each school site.

District Level

Transformation Office Leadership Team (TOLT): The District will also form a Transformation Committee that will he led by the Associate Superintendent of Educational Services. Membership will include the District Superintendent, Associate Superintendent of Personnel, Director of Accountability, Director of Grants, and the Transformation AOSA. This group will meet weekly to monitor progress and provide district level support to each of the participating sites. This group will look at the implementation of the project and provide support to each site. Several members of this group will be responsible to complete the evaluation of the site administrators who are leading each of the project sites.

Community Advisory PLC: This group will be made of the Associate Superintendent of Educational Services, Transformation AOSA, a site administrator from each site, a teacher representative from each site, one implementation specialist, and one teacher, two parents representing each site, two counselors, CTE department Chair, and four members from the business community. This group will also have a representative from each bargaining group. This team will meet quarterly to review the implementation and data progress of each school. This group will be used to monitor success across the project. The input of this group will be critical since the work really aligns with the districts strategic plan and including community stakeholders in this process.

Secondary PLC: This initiative is common across all four school sites. In order to provide direct support to site leaders who serve in these roles the district will be forming a Secondary PLC. The Associate Superintendent of Educational Services will facilitate the work of this team. Other members include the Associate Superintendent of Personnel, Director of Accountability, Director of Grants, Principal and VP of Carson High School, Principal of Pioneer High, Principal and VP of Carson Middle School, The Principal and VP of Eagle Valley Middle School. This will focus on implementation data at all four sites. The group will spend time building the organizational structures. They will provide suggestions and methods to address the implementation needs at the site. The initial work of the group will be structural. As more components are implemented the focus will shift toward performance data in the areas of curriculum, assessment, and instruction. This group will meet once per month to complete their work.

District Implementation Team: This team is made up of the Associate Superintendent Educational Services, Transformation AOSA, Director of Accountability, Director of Grants, and the Implementation Specialists from each site and a representative from the university system. This group will be facilitating the development of the curriculum and assessment portion of this initiative. As part of this process this team will bring teachers together from both high school and middle school sites. Teacher Teams will be setting the learning targets and developing the assessments (i/e all 7th grade math teachers from both sites will come together to set learning targets and develop the assessments). The group will meet every two weeks to strategically plan training and share progress and challenges with this process. Once this process is completed then the focus will shift to supporting teachers in the process of implementation. This group focuses on the training aspect. This is different from the secondary PLC which will focus on implementation in the buildings and the use of Learner-Centered Practices.

Secondary Counselors: This group includes the Transformational AOSA, The Director of Accountability, and a site administrator from each participating site. The team will be meeting on a monthly basis. This group will be working on the development of e-portfolio and the longitudinal pathway for students. This group will also be developing methods to enhance family connections with the system. Finally, this group will be building the parent component of the project. Utilizing the e-portfolio and unit data system the counselor team will provide training to parents on methods to monitor student progress. This will include preparing parents to access technology on campus when appropriate. Finally this group will be counseling for both academic and career development. This group will open up the opportunity parents and students in expand access to the system. The data system will provide the information, but the training to pull parents into the project will be critical in order to build the individual student support systems.

Site Level Support Teams

School Support Team: This team will be made up of the Transformation AOSA, principal, vice principal, other site administrators, site level implementation specialists, and two district representatives from the Transformation committee. This team will supervise the day to day implementation of the initiative. The team will be meeting every two once every two weeks. Members will collect data for each component being included in the plan, will collaborate on levels of implementation, plan improvement, intervene, and monitor progress. At the Eagle Valley SIG project, the site administrators and implementation specialists led the initiative once it got off the ground and that group continues to improve the system.

Site Level Management Team: Department Chair PLC's: Each secondary site will utilize its department chairs to provide support to their departments during the implementation of this project. This group will work closely with the implementation specialists as training is planned and delivered. There will be times when this group will lead training and other times when they work as support members of the group. The goal is to build the same skills in these leaders as the implementation specialists have. This will help build sustainability in the program. The district will utilize grant funds to purchase on planning period to provide this group time to complete professional development work related to the project.

School within a School: Carson High School will be re-organized as a school within a school utilizing the career cluster model. Each cluster will have a school counselor and a site administrator as well as the CTE instructors that fall in this cluster. This group will meet monthly to align opportunities for students within each cluster and verify that each student in the cluster is

meeting career related expectations. CTE teachers will be assigned groups of students to monitor and support. This group of students will be connected to their field of expertise. Each student will have the support system of the counselor, School to Career TOSA (Career Counselor Teacher on Special Assignment CCTOSA), and CTE teacher. Pioneer High School is much smaller and will not be reorganizing the school in clusters, but the students will still have the career cluster pathway and will be working with a CTE teacher. The CTE teacher may have a home base at either Pioneer or Carson High School but the district will use electronic media or make the teacher available on both campuses to assist students as they move forward in their career development. Both Pioneer and Carson High School may decide to add a core content teacher to this list of support educators, School Support Teams need to make this determination based on their site. Essentially the district is hoping to have an on-campus support system that will help students progress down the academic and school to career pathway.

Credit by Exam: In order to implement and develop an individualized plan the Carson City School District will be developing a credit by exam plan that will allow students to demonstrate content knowledge mastery for courses. Currently, the district operates an online program and that can be used as a source for the exams. In addition the district will be developing a system for testing out of courses offered by the Carson City School District. The district is currently in the process of developing procedures for this process and the work should be completed by July 2013.

Multiple opportunities to meet mastery: This system is designed to allow every student the opportunity to reach mastery levels in each content course. In the mastery system students receive clear and complete information about the expectations for each unit. The teacher and the student work through each unit of study and the teacher is constantly checking for understanding and providing clear and specific feedback to students. If students are having trouble the teacher adjusts the lesson or provides direct support to the student to bridge the gap. Again the teacher and student are both monitoring progress. At the end of the unit the teacher presents the post assessment opportunity to the students. In most cases the students will meet mastery, if however they do not, they will have an opportunity to be received in class remediation and then the student will be able to be re-assessed on the area of deficiency. The goal here is to really build mastery. The most important topics are visited multiple times and this process of revisiting the topics will help cement long term learning opportunities.

Unfortunately, there may be a very small population of students who do not meet mastery skill levels during in class opportunities. After the teacher has provided intense remediation in the classroom and has determined that the student needs continued support then the student and the teacher set up out of class remediation. Preferably the teacher provides this remediation, but if that is not possible then the student is referred to the afterschool program. In the afterschool program the content specialist assigned to this program will access the unit data and will contact the teacher to determine what support the student needs. Specific remediation is provided to the student and if the student catches up then the student ends the remediation experience. If the problem is deep seated and the student is not able to gather mastery through the multiple interventions then the student and teacher are referred to the IC process. The IC team will work with the teacher to find support solutions for students. The IC team may determine that the student is a candidate for special education services and at that time the student will move through the referral process. Again, mastery is still the goal. The district believes that the student

will still be able to meet mastery but they will have the additional support that special education can provide to meet mastery targets.

Finally, the student may be recognized that they will require intense support in a content area that cannot be addressed through remediation and a second course within the identified content is required. Students will work with the counseling department and the additional course will be added. The school district has an extensive online program and this may be an appropriate option in many cases. This online program includes a highly qualified teacher and provides a highly interactive environment. There are many times when this is an appropriate option.

Carson City School District is currently providing extensive support services to special education (SPED), English Second Language Learners (ESL), and Free and Reduced Lunch Students. These services will continue and be upgraded with the implementation of this grant.

Co-Teach: Currently the district utilizes a co-teach model to support special education students. In this model the core content teacher and the special education teacher co-plan and co-teach lessons for students. In the new model the curriculum will be solidified and services can be more targeted to meet the needs of the students. The IEP serves an important role in this model as staff members use it to support each student in the classroom setting.

HQSI-TOESL: All certified teachers in the Carson City School District must attend High Quality Sheltered Instruction (HQSI). This training provides all teachers the skills to support ESL students as they are working to gain skill mastery in both content and language. This training piece is part of the districts regular practice and will continue. Students in this group who do not meet mastery will follow the same path listed above, as well as receiving special support from the ESL instructor that is supporting the student in the regular day.

Professional Development

Professional Development: The district has a strong plan in place to provide appropriate professional development to all staff members. Site administrators, implementation specialists, department chairs, classroom teachers, paraprofessionals and parents will all be part of a comprehensive training plan that is associated with full implementation of the project.

Site Administrators: Training for the site administrators will center on methods for facilitating implementation of an organizational change. The Professional Development (PD) will also address supporting methods for planning, assessment, instruction, PLC practices, and data driven decision making. Cognitive coaching is also part of this training. Serving as a transformational principal requires a specific set of skills and with support most principals can make this transition. The training will be provided by the district office staff whose leadership team is highly skilled in this area and use mentoring skills to support this growth. The AOSA will also assist in this training process.

Implementation Specialists: This group will be re-assigned in January if the district has been awarded the grant. They will receive intense training from District Office Staff as well as the two implementation specialists who led this process for the SIG grant at Eagle Valley. There is an intense hiring process for these positions, and teachers selected should already have a strong background in this area. The training will be to strengthen their facilitation skills and support them in the work to come. They will have a month to six weeks of intense training that will help them to prepare for this grant. We hope that they can begin working with staff by mid-April.

Department Chairs: Department chairs will receive extensive training in coaching, PLC facilitation, classroom observations, data driven instruction, and cognitive coaching. The district will be utilizing staff from the regional professional development center as well as Eagle Valley Implementation Specialists to support this process. This group will take over much of the responsibility of the implementation specialists when the project comes to an end.

Classroom Teachers: Teacher training will begin with the development of curriculum, assessment, and will move on to data driven instruction and professional practices in PLC's. A majority of the training will come from site implementation specialists, but department chairs will also provide support in this area.

Paraprofessionals: Training will be planned and delivered by the implementation specialists to support in classroom paraprofessionals. Training will focus on methods to support specific student groups as well as general practices in the classroom.

Counselors: Professional practices will shift significantly if this project is funded. Counselors will be asked to develop the e-portfolio and will also be asked to engage parents system wide. Training will be provided by implementation specialists and administrative staff. The district may also hire an external facilitator to provide training in this area. This work will be new to the district and an outside expert may significantly support this process.

Parents: Will participate in a comprehensive parent training program that will provide the tools both on and off campus to access student school to career information. This training will be facilitated by school counselors and the focus will be on the career cluster and academic progress. Training will occur quarterly in large group sessions and small group sessions will be scheduled as needed. The district will utilize its multi-lingual staff to assist in this process. When fully trained we want parents to be able to access their student's e-portfolio, power school, and standards mastery data base to monitor student mastery as well as their progress toward meeting school to career expectations. This information will be set up in a way that parents can access school or outside resources to enhance the student's educational opportunities. Like many districts we have shared information, but we have not shared it in a way at the secondary level that parents can identify mastery or ongoing progress toward meeting college and career ready standards. We are hoping this support will help us build a strong partnership with parents along the college and career ready pathway.

The district technology department will play an important role in this process. They will assist in keeping the data sites up and running and will also be utilized to assist in the development and delivery of training to various stakeholders.

(D)(2) LEA and school infrastructure: Support for personalized Learning (10 points)

Stakeholder Access: This application is truly built on transparent access to information. The district will certainly vary the access to stakeholders, but it will also be working to train stakeholders to access information that is appropriate for them. The e-portfolio and student unit mastery data are critical tools in building personalized learning environments. The district is really clear about practices at every level to use this data to support individual learning.

The district will utilize data to support student growth in each classroom and along the longitudinal continuum. In order to build this data system the district will scale up it Apperson model. Prior to scaling up the district will look at Data Wise and other prebuilt software programs that can be used to organize the data. The Director of Accountability will facilitate this

review along with the Technology Director and District Technology Trainer. This team will conduct an extensive review of both systems prior to formulating a final recommendation to the district. Enough money has been set aside in the application to address the man hours and equipment to build and maintain the system. If the district chooses to purchase a system, the funds set aside to create the system will be set aside for the purchase instead. One of the key elements is that the system can and will be updated weekly so that all stakeholders can have access to data in real time.

Technical support and access: As stated earlier the implementation, counselors and district technology specialists will provide Learner-Centered training to stakeholders to have access. In other words the district will verify that stakeholders can access the data with guidance and independent of the trainer. The district will also attempt to track access in order to evaluate the success of this training.

Student Data Systems: This project will be providing extensive data to help move students to mastery. One of the key data pieces is the student learning guide. This document sets mastery expectations and requirements for each unit of study. This should be used to help students and parents access requirements. Each learning guide will also be posted on the web and parents will receive training on how to access the information. For parents who do not have off campus internet access the district will be creating an onsite access point if they do not have electronic access at home.

Parent Access: Parents should have access to their child's mastery data. This should help them to define the areas of need for their student. As stated earlier the district really wants to improve the communication in this area and believes by building the parent engagement items described in this application that it will greatly help the parents connect and the students perform.

As defined earlier the e-portfolio will be developed and will be accessible on line. This can be used as a guide for students to follow along the longitudinal pathway for grades six through twelve. The data and information kept here will help parents and students understand both academic and school to career options.

Each campus will set aside a parent computer access center. This center will provide computer access to parents when the building is open. Parents will be able to check in at the school office and then will be escorted to the technology area. Parents will be guided through the access process verifying that they can get to the student data that they are requesting. The district supports a very large population of FRL eligible students and understands the importance of supporting this population.

Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

Interoperable Data System: As stated earlier the district is going to scale up its Eagle Valley Data System or is going to purchase a replacement system that will host the data described in this application. The data system currently in place can connect student mastery data in every course to every teacher. Student mastery data, grades, attendance, assessment data include school, district, and state. There is also a multitude of other data points that are included in this model. (Please See Appendix C pgs. 231-237) The district is currently working with the University of Virginia to address this work and we will continue to do so over the next year.

The district currently has an exceptional student performance data system in place at Eagle Valley Middle School (see appendix C pgs. 231-237). This data system identifies student performance on local and state assessments. This system also includes the demographic make-up, special population classifications, and planned interventions. As you can see from the example it is a one stop shop where teachers and administrators can see real time progress of students and the related services they receive. This system is updated weekly and has been successfully used to monitor progress and provide timely interventions. Eagle Valley also boasts a secondary data system that can be used to verify student mastery on each unit of study. The data system allows teachers and administrators to see if students are meeting mastery standards in each course. This is much more important than looking at grade percentages because grade percentages can be inflated or deflated based on different activities in the class. The mastery system identifies specific targets and reports if students have met those targets. This system separates the Carson City School District from many other school districts in Nevada and across the country. The district has the ability to monitor student mastery for every student in every course grades six through 12 (Eagle Valley Middle School only). This allows the student's individual education plan to span the spectrum of all courses. Currently the district can perform this review at one site, but full implementation of this project would expand this to all four secondary sites.

Being college and career ready means that a student is developing both college and career components. This application is designed to provide students exceptional opportunities in both the college and career arena. Students will have the opportunity to take a full set of college preparatory courses as well as a full battery of career courses building a strong foundation in both areas. Carson City School District's career clusters include Agriculture, Business, Family and Consumer Science, Health Occupations, Trade and Industry, and Information Technology.

The district will develop an e-portfolio system that will allow students to see progress towards college and career readiness. The online based e-portfolio will allow students and parents to review requirements and see progress towards meeting those requirements. This portfolio will be easy to access and easy to load. Information will be uploaded on a weekly basis just as it has at Eagle Valley Middle School. This application will provide funds to enhance Eagle Valleys program as well as expand the program to the remaining secondary sites.

The district has developed a teacher and administrator evaluation system that includes student achievement data. The administrator evaluation is already in place, and the teacher evaluation component is being piloted at Eagle Valley. In addition, the state is putting forth guidelines in this area and the district is poised to meet all the expectations of the grant as well as the state at this time.

The district does have a strong fiscal department. The school district utilizes an electronic accounting system IV and is able to effectively monitor the expenditure of funds following the uniform chart of accounts.

The district is extremely excited about this project.. The district believes that by providing exceptional professional development and organizational support the staff and students will thrive in this model. The administrators that are currently at the sites can lead this work and the district has the teacher leaders that have the ability to support every aspect. If the resources become available the district believes that this vision described in this application can become reality.

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

(E)(1) Continuous improvement process *(15 points)*

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Ongoing communication and engagement *(5 points)*

Strategies for ongoing communication and engagement with internal and external stakeholders; and

(E)(3) Performance measures *(5 points)*

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

(a) Its rationale for selecting that measure;

(b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and

(c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant's narrative.)

Applicable Population	Performance Measure
All	a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).
PreK-3	a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

(E)(4) Evaluating effectiveness of investments *(5 points)*
Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined in this notice), and decision-making structures).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

In determining whether an applicant has "ambitious yet achievable" performance measures and annual targets, peer reviewers will examine the applicant's performance measures and annual targets in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific annual target that peer reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, peer reviewers will reward applicants for developing "ambitious yet achievable" performance measures and annual targets that – in light of the applicant's proposal – are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

Recommended maximum response length: Eight pages (excluding tables)

(E)(1) Continuous improvement process (15 points)

This Carson City School District RTT-D project has been carefully crafted in a method that will support rigorous ongoing improvement. Though several elements will be implemented simultaneously the project will be easy to monitor and adjust in order to generate ongoing improvement. The district has already developed a well-designed project monitoring and evaluation process when it built Eagle Valley SIG project. The scale-up of this process will be relatively simple. The district will be utilizing qualitative and quantitative evaluation methods on each of the elements. Data will be collected and reviewed regularly by the implementation committees that will support project development at the site and district level. This section will address the methods of data collection, process monitoring, and conclude with a comprehensive description of the methods that will be used to publicly share the districts progress toward meeting key goals in the project.

In order to build the most effective individual learning opportunities the district has decided to address this project by site. Curriculum and assessment development will occur across campuses the implementation of practices will focus on the development at each site. In other words all four campuses offer Algebra I, all the Algebra I teachers will come together to develop the common curriculum and assessments for that course. The remainder of the projects will be site based and data will be collected to verify full implementation at each site, thus providing the greatest opportunity for all students to meet college and career ready expectations.

Curriculum and Assessment Structures: Common course teachers will come together to establish learning targets and develop common post assessments. The district will make every effort to have all curriculum targets established and assessments built by January of 2014 and field tested by June of 2014. In order to verify completion the district will be utilizing a visual data matrix that will verify completion of this process in all courses. Developing the curriculum and assessment system is the first of four critical elements that must be in place to build the Learner-Centered environment. The time for teachers to get together will be paid by the grant and will include extra hour pay and hiring of substitute teachers to provide common work time for teachers to complete this work.

Classroom Instruction: Building Learner-Centered classroom instructional practice begins with professional development. This portion of the project will be led by the implementation specialists. Direct instruction will occur to share basic knowledge and skills that formulate Learner-Centered practices. In order to successfully demonstrate Learner-Centered practices participating teachers must possess a deep understanding of the content taught. The district will utilize a post training assessment to verify teacher mastery. The district may find that some participants are under mastery knowledge levels and additional support will be provided those teachers so that they have a strong foundation before attempting to adjust practices. This training should begin in April 2013 and finish up by September of 2013.

Once staff members demonstrate basic knowledge of Learner-Centered practices then the shift will be for classroom instructors to change planning and instructional practices to match. The district will be utilizing an instructional observation tool developed by WestEd known as T4S. Data collected will determine if instructional leaders will look for clear definitions of the learning targets and use of learning guides, student engagement in the lesson, and the use of formative assessment to verify that students are meeting learning targets during the lesson. Observation and data collection will be completed by the administrator, implementation

specialists, and department chairs. The purpose of completing these observations is to verify that teachers have adopted the professional practices. The district has over ten years of experience conducting T4S classroom observations and they have valid and reliable observation data that can be used to support instructional improvement. (Please see appendix (E)(1) T4S Observation Protocol Results – Sample pg. 256) for a sample of the T4S data results. When the data demonstrates that the instructional practices are not at the appropriate level teachers will receive intense professional support from the administrator, implementation specialist, and department chairs. This PD support will come in the form of direct instruction, model lessons, coaching and feedback. Training on instructional practices will continue throughout the life of the grant.

Professional Learning Communities: Training designed to expand teacher skills to effectively function in Professional Learning Communities will begin in August 2013 and will continue throughout the life of the grant. This training will focus on developing norms, methods for sharing data, and moving information learned in the PLC's back to the classroom. The district has developed a PLC observation protocol that can be used to gather data and provide an insight into the overall effectiveness of the PLC. Each common course PLC will have a supervising administrator and an instructional coach present. These leaders are expected to serve two roles. The first is to monitor the conversations and to identify student progress. This also includes identifying the interventions that may be planned. Next is to observe PLC practices and coach the group to improve those practices. The data collected here will be the PLC observation data and a monthly perception survey that will be used to determine if teachers believe work in PLC's have improved as a result of training and if those changes have improved practices in the classroom. As the project moves forward teacher leaders will assume greater roles in the facilitation and intervention process, however set procedures and methods for working in the PLC must be established first prior to the gradual release of responsibility.

Administrator Training: The training will occur in a one-on-one and PLC setting. This process will begin by asking each administrator to complete a Behavioral Event Interview (BEI). The district learned this process from the University of Virginia and is in the process of assessing administrative staff to determine which staff members have developed turnaround characteristics as part of their daily practice. The baseline will be collected from each site administrator in January 2013. This information will be used to begin planning the professional support for each site leader. The district office will assign a district level administrator to supervise and coach each site administrator. The district administrator will meet with the principal at least once every two weeks. This training will take the form of one on one mentoring. In these meetings data, personnel information and other systemic elements are reviewed. This is a teaching and coaching model where the district administrator will first demonstrate, next the principal and district administrator will complete the task together. Finally the site administrator will complete the task independently with the district administrator providing feedback as needed. The focus of this work centers on primary components of this model including data discussions, PLC observations, classroom observations, and teacher mentoring. In order to verify mastery, the administrator must be able to demonstrate each skill in the presence of the supervising administrator. Both qualitative and quantitative data will be collected and reported as part of this process.

Implementation PLC's, Data Driven Systemic Improvement: The student data system will be used by individual teachers, common course PLC teams, departments, school support teams, secondary PLC's and the Transformational PLC to utilize student and teacher data to improve

student performance. Every student will be closely monitored in every classroom using data to verify that they are meeting mastery. Discussions about individual students, groups of students, and professional practices will be conducted regularly. As data identifies that student performance or professional practices are waning, then interventions can be directed to make the changes. This work will begin January 2013 and will continue throughout the life of the project. Effectiveness of these groups will be connected to student mastery performance demonstrated on unit post assessments, end of course assessments, MAP assessments, and state proficiency assessments.

Parent-Community Staff Advisory Council: These site and district level committees will work on the development of the longitudinal e-portfolio and connecting parents through a parent training process to the e-portfolio and student college to career options related to it. Success of this program will be measured by the number of parents accessing the data. Tracking elements will be placed in the system to identify which parents access the information and how often. The number of parents who participate in the quarterly counselor led advisory evenings will be gathered and perception data will be collected in conjunction with those trainings to verify effectiveness. Data will be specially coded to maintain privacy, but will allow this group to see progress in building organizational structures and student performance for all students, school wide and by sub group. Parents will be surveyed on each of the elements related to the grant once a year. That data will be reviewed by the Transformational PLC and SST teams to determine if adjustments in program delivery or design need to be made. Work will begin in January 2013 and run through the life of the grant.

Counselor PLC: This team will be the primary builders of the e-portfolio. The district will provide the needed technical assistance to create or purchase the actual tool. This group will also receive some specific training to improve their knowledge and access to the school to career components. This training will be developed in collaboration with the Transformational PLC so that a district wide approach can be used to support staff growth. Success in this area will be measured by actual development of the tool, a qualitative review of how the tool is being used once put into place, and the number of parents and students who access the tool to help them plan the longitudinal pathway through the college and career courses. This group will begin work January of 2013.

School to Career Development: The development of the longitudinal e-portfolio will be a big part of this project. The e-portfolio will be set up between January 2013 and August 2013. The system will be set up and all elements up and running. Teachers and parents will receive training as part of this process and then the system opened up to parents. Student introduction to the system will begin in August 2013 and data will be sent to the system by September 2013. The use of this data system will be monitored closely at all sites and all project leadership teams. Evaluation will start with development of the tool. Once the tool is up and running an evaluation system will be set up to measure the success in supporting students, parents, and staff members.

Throughout this project the district has carried the need to build high quality curriculum and assessment tools. This work will also be completed in the Career and Technical Education Courses taught at all four project sites. This process includes setting learning targets and developing assessment. An intense horizontal and vertical alignment process will be undertaken. The district will verify that each CTE career pathway will be fully developed so that terminal courses are offered and students have the opportunity to grow in both the academic and school to career areas. The evaluation of this portion will include student and parent surveys, monitoring,

and data collection that verify student completion of school to career requirements. Again the goal is to provide students opportunities to develop in the college and career areas.

Afterschool program Development: As defined earlier in the application the district will be seeking funds to build an afterschool program at each participating site. The program will be designed to provide three basic services; the first includes direct interventions for students in areas that have been identified as deficient in the common unit assessments. The second is to provide a location and time to receive homework help. Often at the secondary level students have limited access to support at home and the afterschool program at each site will provide a point of intervention. Finally the afterschool program will be a source of enrichment. Student's at all four sites will be provided access to community cultural opportunities including access to the arts, health, recreational opportunities that help student to expand their cultural horizons. This project will again seek support from the community to develop tutorial and enrichment services. The district will seek out support from agencies like Partnership Carson City and Carson City Literacy Consortium that provide literacy services to adolescents and young adults.

The district will hire after school project coordinators at each site to facilitate the programs and manage all three phases of the project. The after school coordinators will be hired from existing staff. The district will provide specific training on best practices coordinate the intervention and enrichment programs. The district will also hire its most effective teachers to tutor and provide content related assistance to students. The effect of interventions will be tracked to determine if the services supported student's movement toward mastery on a specific set of skills. The district will develop a data base that will define the enrichment opportunities. The site coordinators, school PTA's and school to career TOSA (Career Counselor CCTOSA) will also support in this effort. Once the model is built every student will have the opportunity to attend the afterschool program. Program interventions will focus on the students with the greatest need. The after school staff will actively recruit students to participate in the project. Success will be measured by the numbers of students participating and the number who have demonstrated improvement on targeted skills.

The district will work very hard to improve the school community partnerships that will enhance both the school to career and afterschool programs. The opportunities will be built through this process will truly expand and enrich the education of all participating students. Work will begin September 2013.

Public Communication and Information Distribution: The district has already begun the process of carrying out these comprehensive reforms. In order to expand the number of parents and community stakeholders who have access to project success at each site the district will be developing quarterly reports that will identify student performance and professional practice data that define project implementation and student performance. These reports will be posted in multiple languages and presented in parent friendly language. Each will utilize graphs and tables when appropriate to assist readers to quickly gather valid and reliable project data. The district truly believes that it must develop practices that will bring parents and community stakeholders in full partnerships with district staff to create exceptional learning opportunities for all students.

The parent staff advisory council will also play an important role in this project. This group will be working to share information and develop outreach programs that will increase access between the school sites and the community. Information will be shared in multiple media in

multiple ways including local television, radio, internet, and newspapers. This will include both inbound and outbound communication. The school will post quarterly reports on its website along that will visually describe the targets and levels of success for the project. Public distribution of information has occurred during the grant development and will proceed in January 2013 if the grant is approved.

School to Career TOSA and Support Paraprofessionals: This group will be working diligently to expand the school to career opportunities for all students. Success in this area will be connected to the number of community organizations who provide student work related opportunities. In addition the total number of students who participate in school to career experiences in the community will also be tracked. This group will begin to provide service in January 2013.

(E)(2) Ongoing communication and engagement (5 points) Strategies for ongoing communication and engagement with internal and external stakeholders have been skillfully crafted throughout this application in order to drive transparent improvement system wide. The district has developed this project around key implementation groups including Common Course PLC's, Department Chair PLC's, School Support Teams, Counselor PLC's, Parent-Community advisory Team, Secondary PLC's, and the district level Transformational PLC. Each serves a specific role but works in tandem with other teams to verify full implementation. In each case data is used to identify deficiencies at a site or district level adjustments or course corrections are taken. The open communication procedures and transparent performance data will continue to drive the organization forward.

The Learner-Centered classroom is founded on students knowing the performance expectations prior to entering each unit of study. Student motivation and confidence goes up each time a student successfully masters learning targets within the unit. Students who do not reach mastery the first time will have multiple opportunities to gain the required knowledge or skill. When teacher provide specific feedback to mastery students clearly understand and can make adjustments toward mastery. This horizontally and vertically aligned system will provide the appropriate path for students to meet college and career ready standards.

The longitudinal e-portfolio provides a data system that students and families can follow as they seek to move students from sixth grade through high school meeting college and career ready expectations. Utilizing this system data will be updated on a bi-weekly basis so that students can see if they have requirements posted in that tool. Parents will also be attending quarterly training to access information about student requirements and student performance. The Carson City School District will significantly improving parent access to student information as it moves through the implementation of key aspects of this grant.

The school to career development of this grant will greatly expand the community support of this project. The development of the career pathway component will help community stakeholders to be clear about the expectations for our students and also provide an outlet for these groups to contribute to the betterment of the students of our community.

Student achievement data, instructional observation data, and PLC performance data will all be used to make adjustments each week. Following the Eagle Valley Model where this project was successfully implemented the district will be able to create and maintain independent learning opportunities for all students.

The district is very clear about the role of each team described in this application. Communication at all levels is critical and the district has planned for the appropriate infrastructure to allow the project to succeed. The district has considered all stakeholders and understands how to facilitate support so that the vision of a Learner-Centered system can be created.

(E)(3) Performance measures (5 points)

In the following set of tables the district has posted the student performance measures that are going to be used monitor success in the project. Each measure can or will be effectively connected to college and career level mastery. The table addresses state level, district level, and classroom level assessments. The assessments have been selected because they can be used to effectively measure student progress towards college and career level mastery.

State Level Assessments - High School Proficiency Exam (HSPE): These assessments have been selected because they are the center of the state accountability system. Data can be used in ELA and Mathematics to determine if a student has earned base level proficiency and can also be used to measure success between sub-groups. Nevada has recently upgraded this system so that it can also be used to measure growth among common peer groups (data can be used as a student performance component for teacher and administrator evaluation). The district is setting targets that will be at the *"exceed standard"* level. By utilizing this level students will be able to exit high school without requiring remediation in reading or mathematics. This decision follows a study created by WestEd that identified those students who achieve a "*meet standard"* rating requires remediation at a rate of fifty percent or higher when entering college. This is true of middle school CRT listed below and again we are going to utilize the "*exceed standard"* rating in this assessment. Individual growth will also be considered. Students who are performing at the *"*exceed standard*"* level will be expected to grow with their peer group; those who are not will be expected to exceed the growth rate of their peer group. Student growth rate is published by the Nevada Department of education. The growth rate should be at fast enough that the student will catch their peer group in two years at the high school level and three years at the middle school level. (The district is utilizing the tenth and eleventh grade administration of the HSPE as the baseline, thus providing students the necessary time to catch up). This information also applies to the CRT exam and the MAP assessments listed below.

State Level Assessments – Middle School Criterion Reference Exams (CRT): These assessments have been selected because they are the center of the state accountability system. Data can be used in ELA and Mathematics to determine if a student has earned base level proficiency and can be used to measure success between sub-groups. Nevada has recently upgraded this system so that it can also be used to measure growth among common peer groups (data can be used as a student performance data component for teacher and administrator evaluation).

District Level Assessments - Measures of Academic Progress (MAP): The district has utilized this assessment for over ten years and it can be used as a diagnostic exam identifying student performance levels as well as proficiency levels in ELA and Mathematics. Data from this assessment can also be used to measure student norm growth based on performance (Data can be used as a student performance data component for teacher and administrator evaluation). Since the MAP assessment correlates to the CRT the district is going to utilize the *"exceed standard"*

level and will select individual MAP target scores that align to this level. The district is also going to address growth in this model, and students will also be expected to meet NWEA peer growth targets on the MAP assessment.

Site Level Assessments - Common Post Unit Assessments (CPUA): Used to demonstrate standard mastery throughout the year in every course. When fully developed will provide predictitory information about state performance levels (data can be used as a student performance data component for teacher and administrator evaluation). This data will be used to demonstrate content mastery for all subjects and all grade levels. Unit mastery data will be gathered and posted in the student data system and will be used to systemically monitor every students progress. This is the key data component of this project, and success here will allow students to meet college and career ready expectations upon graduation.

(See page 85)

Carson Middle School and Eagle Valley Middle School		
Grade Level	**Assessment**	**Purpose for selecting the assessment**
		State Level Assessments
6-8	ELA CRT	State exam used to verify school AYP and student basic skills – measure both growth and status (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Math CRT	State exam used to verify school AYP and student basic skills – measure both growth and status. (Data can be used as a student performance data component for teacher and administrator evaluation)
		District and Site Level Assessments
6-8	ELA MAP	District diagnostic exam used to identify specific skills as well as identify specific interventions – used to measure peer growth on a national level and reliably predict status prior to state assessment. (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Math MAP	District diagnostic exam used to identify specific skills as well as identify specific interventions – used to measure peer growth on a national level and reliably predict status prior to state assessment. (Data can be used as a student performance data component for teacher and administrator evaluation)
		Common Unit Post Assessments
6-8	ELA CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Math CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Science CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Social Studies CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Health & PE CUPA	Used to demonstrate standard mastery in non-tested subject area. In addition this verifies that students have mastery knowledge and skills related to their personal health and physical skills. (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Career and Technical Education CUPA	Used to demonstrate standard mastery in non-tested subject area. In addition this verifies that students have mastery knowledge and skills related to introductory career and technical education. (Data can be used as a student performance data component for teacher and administrator evaluation)
6-8	Elective CUPA	Used to demonstrate standard mastery in non-tested subject area. In addition this verifies that students have mastery knowledge and skills in the related content. (Data can be used as a student performance data component for Teacher & Admin Eval)

Carson High School and Pioneer High School		
Grade	**Assessment**	**Purpose for selecting the assessment**
		State Level Assessments
10-12	ELA HSPE	State exam used to verify school AYP and student basic skills –measure both growth and status (Data can be used as a student performance data component for teacher and administrator evaluation)
10-12	Math HSPE	State exam used to verify school AYP and student basic skills – measure both growth and status. (Data can be used as a student performance data component for teacher and administrator evaluation)
		District and Site Level Assessments
9	ELA MAP	District diagnostic exam used to identify specific skills as well as identify specific interventions – used to measure peer growth on a national level and reliably predict status prior to state assessment. (Data can be used as a student performance data component for teacher and administrator evaluation)
9	Math MAP	District diagnostic exam used to identify specific skills as well as identify specific interventions – used to measure peer growth on a national level and reliably predict status prior to state assessment. (Data can be used as a student performance data component for teacher and administrator evaluation)
		Common Unit Post Assessments
9-12	ELA CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation) – College and Career Ready Indicator
9-12	Math CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation) – College and Career Ready Indicator
9-12	Science CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation) – College and Career Ready Indicator
9-12	Social Studies CUPA	Used to demonstrate standard mastery throughout the year, when fully developed will provide predictitory information about state performance levels. (Data can be used as a student performance data component for teacher and administrator evaluation) – College and Career Ready Indicator
9-12	Health & PE CUPA	Used to demonstrate standard mastery in non-tested subject area. In addition this verifies that students have mastery knowledge and skills related to their personal health and physical skills. (Data can be used as a student performance data component for teacher and administrator evaluation) – College and Career Ready Indicator
9-12	Career and Technical Education CUPA	Used to demonstrate standard mastery in non-tested subject area. In addition this verifies that students have mastery knowledge and skills related to introductory career and technical education. (Data can be used as a student performance data component for teacher and administrator evaluation) – College and Career Ready Indicator
9-12	Elective CUPA	Used to demonstrate standard mastery in non-tested subject area. In addition this verifies that students have mastery knowledge and skills in the related content. (Data can be used as a student performance data component for teacher and administrator evaluation) – College and Career Ready Indicator

Carson High School and Pioneer High School		
Grade Level	**Assessment**	**Reason for selecting**
		State Level Assessments
11-12	ACT	Used as college entrance preparatory exam – district will increase the number of students and attempt to move assessment results upward as part of this project for all students and all sub-groups
11-12	SAT	Used as college entrance preparatory exam – district will increase the number of students and attempt to move assessment results upward as part of this project for all students and all sub-groups
12	PSAT	Used as college entrance preparatory exam – district will increase the number of students and attempt to move assessment results upward as part of this project for all students and all sub-groups
12	Accuplacer	Used by the Nevada Community College System to measure college readiness. As part of this application the district will be working with the community college system to increase the number of students who take this assessment and results will be used to improve curriculum and assessment system district wide.
12	AP Testing	The district will be gathering data on the number of students who are taking AP courses and passing AP exams.

Carson High School and Pioneer High School		
Grade Level	**Inventory**	**Reason for selecting**
		State Level Assessments
12	FASFA	The district will build in parent student workshops to walk parents through the FASFA application process. This will allow the district to support all students the opportunity to complete this form and procure funds to support their post-secondary educational opportunities.

The district will also be measuring the development of the curriculum, assessment, and instructional components of this project. The district will be verifying that learning targets are established, assessments built and field tested, and student data collected in the new student data system. The district will also be collecting data on classroom instruction, professional learning communities, and administrative supervisory practices. The district will be utilizing approved research practices to gather data and create quarterly reports that will be shared with stakeholders at the site and district level. This information will be used to make course corrections and be sure that the funds invested presented the desired project outcomes. The template for these reports will be developed January 2013 if the grant is approved.

(E)(4) Evaluating effectiveness of investments (5 points)

A majority of the dollars invested in this project are connected to personnel costs with the primary investment riding with the implementation specialists. These professional development

experts will be facilitating a majority of the training that will affect curriculum, assessment, instruction, and collaboration. The work that this group does will be the one of the key factors in the future success of this program. The district will be utilizing substitute and extra hours to have teachers and other staff members participate in training to identify learning targets, develop common assessments, improve classroom instruction, and enhance work in PLC's. The district will also be spending funds on the development of the student data system that will address both unit mastery and longitudinal progress of each student. Funds will also follow the work of the counselors, school to career TOSA and paraprofessionals to promote the school to career component. The afterschool programs will be part of the investment with the hope that students meet academic and enrichment expectations. Finally the district is going to hire a district level administrator to support system wide development of the project. This will provide the manpower to effectively support growth at each site.

In order to verify that the district has made good use of funds the Transformation Office Leadership Team (TOLT) that will he led by the Associate Superintendent of Educational Services. Membership will include the District Superintendent, Associate Superintendent of Personnel, Director of Accountability, Director of Grants, and the Transformation AOSA. The TOLT will gather qualitative and quantitative data to verify that changes in practice and student performance are taking place. The findings will be presented in quarterly reports and those will be shared with each of the project leadership groups at the site and district level and will also be shared publicly. This transparent report process should help leverage the performance levels the district is seeking. This process will also verify that the effectiveness of the funds invested.

Performance Measure (All Applicants – a)	Applicable Population:
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).	Carson Middle School Grades 6-8 All content areas All grade levels

		Baseline *[Provide Year]*			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	469	1172	40%	469	1180	40%	703	1180	60%	885	1180	75%	1003	1180	85%	1085	1180	92%
	Principal	0	1172	0%	0	1180	0%	1172	1180	100%	1180	1180	100%	1180	1180	100%	1180	1180	100%
IEP	Teacher	50	124	40%	50	124	40%	74	124	60%	93	124	75%	105.4	124	85%	114	124	92%
	Principal	0	124	0%	0	124	0%	124	124	100%	124	124	100%	124	124	100%	124	124	100%
LEP	Teacher	38	95	40%	38	95	40%	57	95	60%	71.25	95	75%	80.75	95	85%	87	95	92%
	Principal	0	95	0%	0	95	0%	95	95	100%	95	95	100%	95	95	100%	95	95	100%
FRL	Teacher	230	574	40%	230	574	40%	344	574	60%	430.5	574	75%	487.9	574	85%	528	574	92%
	Principal	0	574	0%	0	574	0%	574	574	100%	574	574	100%	574	574	100%	574	574	100%

Administrator and Teacher ratings are estimated values due to the stage of development of the curriculum/assessment systems and the teacher/administrator evaluation systems. The district is in the process of upgrading its teacher evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created will be needed to verify mastery in each of these subjects. The administrative rating is based on the use of the Behavioral Event Interview project the district is currently developing with the University of Virginia, Eagle Valley Administrative Staff have been part of this project but other administrators have not. Our previous work at Eagle Valley has helped us establish this level of estimation.

Performance Measure (All Applicants – a)	Applicable Population: Eagle Valley Middle School Grades 6-8 All content areas All grade levels
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).	

		Baseline *[Provide Year]*			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	279	620	45%	341	620	55%	403	620	65%	465	620	75%	527	620	85%	570	620	92%
	Principal	620	620	100%	620	620	100%	620	620	100%	620	620	100%	620	620	100%	620	620	100%
IEP	Teacher	30	67	45%	36	67	55%	43	67	65%	50	67	75%	56.95	67	85%	61	67	92%
	Principal	67	67	100%	67	67	100%	67	67	100%	67	67	100%	67	67	100%	67	67	100%
LEP	Teacher	29	64	45%	35	64	55%	41	64	65%	48	64	75%	54	64	85%	58	64	92%
	Principal	64	64	100%	64	64	100%	64	64	100%	64	64	100%	64	64	100%	64	64	100%
FRL	Teacher	146	326	45%	179.3	326	55%	211	326	65%	244.5	326	75%	277.1	326	85%	299	326	92%
	Principal	326	326	100%	326	326	100%	326	326	100%	326	326	100%	326	326	100%	326	326	100%

Administrator and Teacher ratings are estimated values because the new teacher evaluation system is just being piloted at EVMS. The district is in the process of upgrading its teacher evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created will be needed to verify mastery in each of these subjects. The administrative rating is based on the use of the Behavioral Event Interview project the district is currently developing with the University of Virginia, Eagle Valley Administrative Staff have been part of this project but other administrators have not. Our previous work at Eagle Valley has helped us establish this level of estimation.

Performance Measure (All Applicants – a)	Applicable Population: Carson High School Grades 9-12 All content areas All grade levels
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).	

		Baseline *[Provide Year]*			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	642	2141	30%	642	2141	30%	963	2141	45%	1392	2141	65%	1819	2141	85%	1969	2141	92%
	Principal	0	2141	0%	0	2141	0%	2141	2141	100%	2141	2141	100%	2141	2141	100%	2141	2141	100%
IEP	Teacher	70.2	234	30%	70.2	234	30%	105	234	45%	152	234	65%	198	234	85%	215	234	92%
	Principal	0	238	0%	0	238	0%	238	238	100%	238	238	100%	238	238	100%	238	238	100%
LEP	Teacher	31	106	30%	31	106	30%	47	106	45%	68	106	65%	90	106	85%	97	106	92%
	Principal	0	106	0%	0	106	0%	106	106	100%	106	106	100%	106	106	100%	106	106	100%
FRL	Teacher	237	791	30%	237	791	30%	355	791	45%	514	791	65%	672	791	85%	727	791	92%
	Principal	0	791	0%	0	791	0%	791	791	100%	791	791	100%	791	791	100%	791	791	100%

Administrator and Teacher ratings are estimated values due to the stage of development of the curriculum/assessment systems and the teacher/administrator evaluation systems. The district is in the process of upgrading its teacher evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created in this grant will be needed to verify mastery in each of these subjects. The administrative rating is based on the use of the Behavioral Event Interview project the district is currently developing with the University of Virginia, Eagle Valley Administrative Staff have been part of this project but other administrators have not. Our previous work at Eagle Valley has helped us establish this level of estimation.

Performance Measure (All Applicants – a)	Applicable Population: Pioneer High School
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).	Grades 9-12 All content areas All grade levels

		Baseline *[Provide Year]*			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	52	176	30%	52	176	30%	79	176	45%	114	176	65%	149	176	85%	161	176	92%
	Principal	0	176	0%	0	176	0%	176	176	100%	176	176	100%	176	176	100%	176	176	100%
IEP	Teacher	9	30	30%	9	30	30%	14	30	45%	20	30	65%	26	30	85%	27	30	92%
	Principal	0	30	0%	0	30	0%	30	30	100%	30	30	100%	30	30	100%	30	30	100%
LEP	Teacher	5	17	30%	5	17	30%	8	17	45%	11	17	65%	15	17	85%	15	17	92%
	Principal	0	17	0%	0	17	0%	17	17	100%	17	17	100%	17	17	100%	17	17	100%
FRL	Teacher	25	86	30%	25	86	30%	39	86	45%	56	86	65%	73	86	85%	79	86	92%
	Principal	0	86	0%	0	86	0%	86	86	100%	86	86	100%	86	86	100%	86	86	100%

Administrator and Teacher ratings are estimated values due to the stage of development of the curriculum/assessment systems and the teacher/administrator evaluation systems. The district is in the process of upgrading its teacher evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created in this grant will be needed to verify mastery in each of these subjects. The administrative rating is based on the use of the Behavioral Event Interview project the district is currently developing with the University of Virginia, Eagle Valley Administrative Staff have been part of this project but other administrators have not. Our previous work at Eagle Valley has helped us establish this level of estimation.

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson Middle School English Language Arts Results State CRT Exam and MAP assessment Exceed Standards

	Baseline *2011-2012*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	275	1139	24%	400	1139	35%	500	1139	44%	600	1139	53%	820	1139	72%	930	1139	82%
IEP	2	105	2%	11	105	10%	20	105	19%	35	105	33%	65	105	62%	80	105	76%
LEP	1	98	1%	11	98	11%	20	98	20%	34	98	35%	65	98	66%	80	98	82%
FRL	70	541	13%	155	541	29%	240	541	44%	285	541	53%	390	541	72%	445	541	82%

Carson Middle School ELA CRT Table is based on State CRT exam and moving ahead to the *"Exceed Standard"* level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time. Exceed standards equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready.

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson Middle School Mathematics Results State CRT Exam and MAP assessments Exceed Standards

	Baseline *2011-2012*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	275	1139	24%	400	1139	35%	135	401	34%	550	1139	48%	780	1139	68%	950	1139	83%
IEP	2	105	2%	11	105	10%	15	105	14%	38	105	36%	66	105	63%	82	105	78%
LEP	1	98	1%	11	98	11%	15	98	15%	35	98	36%	63	98	64%	77	98	79%
FRL	70	541	13%	155	541	29%	150	541	28%	250	541	46%	360	541	67%	450	541	83%

Carson Middle School Mathematics CRT Table is based on State CRT exam and moving ahead to the *"Exceed Standard"* level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time*." Exceed standards"* equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready.

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson Middle School Common unit assessments all subjects and all grade levels. These are estimated performance levels based on current site level data.

	Baseline ***2012-2013***			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	600	1139	53%	750	1139	66%	925	1139	81%	970	1139	85%	1000	1139	88%	1025	1139	90%
IEP	25	105	24%	43	105	41%	75	105	71%	79	105	75%	86	105	82%	90	105	86%
LEP	24	98	24%	40	98	41%	71	98	72%	74	98	76%	80	98	82%	84	98	86%
FRL	300	541	55%	345	541	64%	440	541	81%	460	541	85%	475	541	88%	485	541	90%

This Carson Middle School table is based on the results of the common unit assessments in all subjects and all grade levels. The goal is to have at least eighty five percent of student's proficient on each unit assessment. The district needs time to further support staff to get students to meet the goals. This includes development of curriculum, assessment, and data system as well as significantly improving instruction in each class. The district will establish a baseline for the sub groups for each assessment and then will update this table to include subgroup performance. (Estimated target values based on development of future assessments and current assessments already being utilized)

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Eagle Valley Middle School English Language Arts Results State CRT Exam and MAP assessments Exceed Standards

	Baseline ***2011-2012***			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	140	616	23%	215	616	35%	310	616	50%	400	616	65%	460	616	75%	540	616	88%
IEP	2	62	3%	6	62	10%	15	62	24%	25	62	40%	38	62	61%	45	62	73%
LEP	0	62	0%	6	62	10%	15	62	24%	25	62	40%	38	62	61%	45	62	73%
FRL	50	332	15%	95	332	29%	165	332	50%	215	332	65%	250	332	75%	290	332	87%

Eagle Valley Middle School ELA CRT Table is based on State CRT exam and moving ahead to the *"Exceed Standard"* level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time. Exceed standards equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready.

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Eagle Valley Middle School Mathematics Results State CRT Exam and MAP assessments Exceed Standards

	Baseline *2011-2012*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	58	616	9%	175	616	28%	240	616	39%	307	616	50%	430	616	70%	520	616	84%
IEP	2	62	3%	8	62	13%	15	62	24%	24	62	39%	38	62	61%	46	62	74%
LEP	0	62	0%	8	62	13%	15	62	24%	24	62	39%	38	62	61%	46	62	74%
FRL	39	332	12%	75	332	23%	130	332	39%	165	332	50%	230	332	69%	280	332	84%

Eagle Valley Middle School Mathematics CRT Table is based on State CRT exam and moving ahead to the *"Exceed Standard"* level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time. Exceed standards equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready.

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Eagle Valley Middle School Common unit assessments all subjects and all grade levels. These are estimated performance levels based on current site level data.

	Baseline *2011-2012*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	410	616	67%	445	616	72%	500	616	81%	535	616	87%	535	616	87%	565	616	92%
IEP	25	62	40%	38	62	61%	45	62	73%	50	62	81%	52	62	84%	53	62	85%
LEP	25	62	40%	38	62	61%	45	62	73%	50	62	81%	52	62	84%	53	62	85%
FRL	220	332	66%	245	332	74%	270	332	81%	290	332	87%	290	332	87%	305	332	92%

This Eagle Valley Middle School table is based on the results of the common unit assessments in all subjects and all grade levels. The goal is to have at least eighty five percent of student's proficient on each unit assessment. The district needs time to further support staff to get students to meet the goals. This includes development of curriculum, assessment, and data system as well as significantly improving instruction in each class. The district will establish a baseline for the sub groups for each assessment and then will update this table to include subgroup performance. (Estimated target values based on development of future assessments)

Carson Middle School								
Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**2012-2013**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Nevada CRT Exam ELA MAP Assessment ELA Target percentages reflect the number of students who have earned an "exceed standards" rating on CRT and or equivalent mastery score on MAP	6-8	All participating students	24%	35%	44%	53%	72%	82%
		IEP	2%	10%	19%	33%	62%	76%
		LEP	1%	11%	20%	35%	66%	82%
		FRL	13%	29%	44%	53%	72%	82%
Nevada CRT Exam Math MAP Assessment Math Target percentages reflect the number of students who have earned an "exceed standards" rating on CRT and or equivalent mastery score on MAP	6-8	All participating students	24%	35%	34%	48%	68%	83%
		IEP	2%	10%	14%	36%	63%	78%
		LEP	1%	11%	15%	36%	64%	79%
		FRL	13%	29%	28%	46%	67%	83%
Common Unit Assessments all grade levels and all subjects – Percent of students who have achieved mastery on common unit assessments Achieve a mastery score of 85% or higher on common unit assessments for each unit.	6-8	All participating students	53%	66%	81%	85%	88%	90%
		IEP	24%	41%	71%	75%	82%	86%
		LEP	24%	41%	72%	76%	82%	86%
		FRL	55%	64%	81%	85%	88%	90%

The Carson Middle School Table in the CRT and MAP areas are identifying "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must exceed standards if they are going to enter college without the need for remediation in reading and mathematics. The common unit assessment results address the number of students who have met proficiency rates on common unit assessments. The district will be conducting correlational studies on common unit assessment results aligned with CRT and HSPE exams in the future.

Eagle Valley Middle School								
Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**2012-2013**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Nevada CRT Exam ELA MAP Assessment ELA Target percentages reflect the number of students who have earned an "exceed standards" rating on CRT and or equivalent mastery score on MAP	6-8	All participating students	23%	35%	39%	65%	75%	88%
		IEP	3%	10%	24%	40%	61%	73%
		LEP	0%	10%	24%	40%	61%	73%
		FRL	15%	29%	39%	65%	75%	87%
Nevada CRT Exam Math MAP Assessment Math Target percentages reflect the number of students who have earned an "exceed standards" rating on CRT and or equivalent mastery score on MAP	6-8	All participating students	9%	28%	39%	50%	70%	84%
		IEP	3%	13%	24%	39%	61%	74%
		LEP	0%	13%	24%	39%	61%	74%
		FRL	12%	23%	39%	50%	69%	84%
Common Unit Assessments all grade levels and all subjects – Percent of students who have achieved mastery on common unit assessments Achieve a mastery score of 85% or higher on common unit assessments for each unit.	6-8	All participating students	53%	72%	81%	87%	87%	92%
		IEP	24%	61%	73%	81%	84%	85%
		LEP	24%	61%	73%	81%	84%	85%
		FRL	55%	74%	81%	87%	87%	92%

The Eagle Valley Middle School Table in the CRT and MAP areas are identifying "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must exceed standards if they are going to enter college without the need for remediation in reading and mathematics. The common unit assessment results address the number of students who have met proficiency rates on common unit assessments. The district will be conducting correlational studies on common unit assessment results aligned with CRT and HSPE exams in the future.

Performance Measure **(Grades 9-12 – a)** a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.	**Applicable Population**: Carson High School Grade 12 FASFA

	2012-2013			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
All participating students	0	462	0%	231	462	50%	440	462	95%	458	462	99%	458	462	99%	458	462	99%
IEP	0	51	0%	25	51	49%	48	51	94%	50	51	98%	50	51	98%	50	51	98%
LEP	0	23	0%	12	23	52%	21	23	91%	22	23	96%	22	23	96%	22	23	96%
FRL	0	213	0%	107	213	50%	200	213	94%	210	213	99%	210	213	99%	210	213	99%

Performance Measure **(Grades 9-12 – a)** a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.	**Applicable Population**: Pioneer High School Grade 12 FASFA

	Baseline ***[Provide Year]***			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
All participating students	0	78	0%	39	78	50%	74	78	95%	74	78	95%	74	78	95%	74	78	95%
IEP	0	8	0%	4	8	50%	7	8	88%	7	8	88%	7	8	88%	7	8	88%
LEP	0	2	0%	1	2	50%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
FRL	0	107	0%	56	107	52%	106	107	99%	106	107	99%	106	107	99%	106	107	99%

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson High School State HSPE Grade 11 ELA

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	90	471	19%	110	471	23%	210	471	45%	300	471	64%	400	471	85%	415	471	88%
IEP	2	46	4%	6	46	13%	15	46	33%	24	46	52%	29	46	63%	34	46	74%
LEP	0	22	0%	1	22	5%	7	22	32%	11	22	50%	14	22	64%	16	22	73%
FRL	10	147	7%	26	147	18%	69	147	47%	94	147	64%	125	147	85%	128	147	87%

The Carson High School ELA HSPE target areas equate to "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must earn an *"exceed standards"* rating if they are going to enter college without the need for remediation in reading and mathematics.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson High School State HSPE Grade 11 Mathematics

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	135	471	29%	155	471	33%	210	471	45%	300	471	64%	400	471	85%	415	471	88%
IEP	0	46	0%	4	46	9%	15	46	33%	24	46	52%	29	46	63%	34	46	74%
LEP	0	22	0%	1	22	5%	7	22	32%	11	22	50%	14	22	64%	16	22	73%
FRL	19	147	13%	56	147	38%	69	147	47%	94	147	64%	125	147	85%	128	147	87%

The Carson High School Math HSPE target areas equate to "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must earn an *"exceed standards"* rating if they are going to enter college without the need for remediation in reading and mathematics.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson High School State Common Units of Study All content and grades 9-12

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	135	471	29%	155	471	33%	210	471	45%	300	471	64%	400	471	85%	415	471	88%
IEP	0	46	0%	4	46	9%	15	46	33%	24	46	52%	29	46	63%	34	46	74%
LEP	0	22	0%	1	22	5%	7	22	32%	11	22	50%	14	22	64%	16	22	73%
FRL	19	147	13%	56	147	38%	69	147	47%	94	147	64%	125	147	85%	128	147	87%

This Carson High School table is based on the results of the common unit assessments in all subjects and all grade levels. The goal is to have at least eighty five percent of student's proficient on each unit assessment. The district needs time to further support staff to get students to meet the goals. This includes the development of curriculum, assessment, and data system as well as improving instruction in each class. The district will establish a baseline for the sub groups for each assessment and then will update this table to include subgroup performance. (Estimated target values based on development of future assessments)

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson High School ACCUPLACER ELA – Grade 12 ACT ELA – Grade 11

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	90	471	19%	110	471	23%	210	471	45%	300	471	64%	400	471	85%	415	471	88%
IEP	2	46	4%	6	46	13%	15	46	33%	24	46	52%	29	46	63%	34	46	74%
LEP	0	22	0%	1	22	5%	7	22	32%	11	22	50%	14	22	64%	16	22	73%
FRL	10	147	7%	26	147	18%	69	147	47%	94	147	64%	125	147	85%	128	147	87%

The Carson City School District has not utilized the ACCUPLACER or ACT prior to this year to determine college and career readiness. The current targets are based on Nevada HSPE exam. Once ACCUPLACER and ACT is given spring of 2013 then actual baseline numbers can be set. The district has not required students to send results to the student's home high school, therefore prior data was not available. That procedure will change in the coming year so that the district can gather baseline ACCUPLACER and ACT results for each of its exiting students.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson High School State Grade 11 ACCUPLACER – Mathematics Grade 12 ACT-Mathematics Grade 12

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	135	471	29%	155	471	33%	210	471	45%	300	471	64%	400	471	85%	415	471	88%
IEP	0	46	0%	4	46	9%	15	46	33%	24	46	52%	29	46	63%	34	46	74%
LEP	0	22	0%	1	22	5%	7	22	32%	11	22	50%	14	22	64%	16	22	73%
FRL	19	147	13%	56	147	38%	69	147	47%	94	147	64%	125	147	85%	128	147	87%

The Carson City School District has not utilized the ACCUPLACER or ACT prior to this year to determine college and career readiness. The current targets are based on Nevada HSPE exam. Once ACCUPLACER and ACT is given spring of 2013 then actual baseline numbers can be set. The district has not required students to send results to the student's home high school, therefore prior data was not available. That procedure will change in the coming year so that the district can gather baseline ACCUPLACER and ACT results for each of its exiting students.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Carson High School Common Unit Assessments Grades 9-12 All content areas all courses

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	900	2141	42%	NA	2141	-	900	2141	42%	1400	2141	65%	1750	2141	82%	1850	2141	86%
IEP	50	238	21%	NA	238	-	50	238	21%	100	238	42%	160	238	67%	180	238	76%
LEP	25	106	24%	NA	106	-	25	106	24%	47	106	44%	73	106	69%	84	106	79%
FRL	250	791	32%	NA	791	-	250	791	32%	450	791	57%	600	791	76%	680	791	86%

This Carson High School table is based on the results of the common unit assessments in all subjects and all grade levels. The goal is to have at least eighty five percent of student's proficient on each unit assessment. The district needs time to further support staff to get students to meet the goals. This includes development of curriculum, assessment, and data system as well as significantly improving instruction in each class. The district will establish a baseline for the sub groups for each assessment and then will update this table to include subgroup performance. (Estimated target values based on development of future assessments)

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Pioneer School HSPE Grade 11 ELA

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	8	55	15%	12	55	22%	25	55	45%	35	55	64%	45	55	82%	48	55	87%
IEP	0	12	0%	1	12	8%	3	12	25%	5	12	42%	9	12	75%	10	12	83%
LEP	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-
FRL	1	22	5%	3	22	14%	10	22	45%	14	22	64%	18	22	82%	19	22	86%

The Pioneer High School ELA HSPE target areas equate to "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must earn an "*exceed standards*" rating if they are going to enter college without the need for remediation in reading and mathematics. The common unit assessment results address the number of students who have met proficiency rates on common unit assessments.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Pioneer School HSPE Grade 11 Mathematics

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	4	55	7%	12	55	22%	25	55	45%	35	55	64%	45	55	82%	48	55	87%
IEP	0	12	0%	1	12	8%	3	12	25%	5	12	42%	9	12	75%	10	12	83%
LEP	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-
FRL	1	22	5%	3	22	14%	10	22	45%	14	22	64%	18	22	82%	19	22	86%

The Pioneer High School Math HSPE target areas equate to "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must earn an "*exceed standards*" rating if they are going to enter college without the need for remediation in reading and mathematics. The common unit assessment results address the number of students who have met proficiency rates on common unit assessments.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Pioneer High School ACCUPLACER ELA – Grade 12 ACT ELA – Grade 11

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	8	55	15%	12	55	22%	25	55	45%	35	55	64%	45	55	82%	48	55	87%
IEP	0	12	0%	1	12	8%	3	12	25%	5	12	42%	9	12	75%	10	12	83%
LEP	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-
FRL	1	22	5%	3	22	14%	10	22	45%	14	22	64%	18	22	82%	19	22	86%

The Carson City School District has not utilized the ACCUPLACER or ACT prior to this year to determine college and career readiness. The current targets are based on Nevada HSPE exam. Once ACCUPLACER and ACT is given spring of 2013 then actual baseline numbers can be set. The district has not required students to send results to the student's home high school, therefore prior data was not available. That procedure will change in the coming year so that the district can gather baseline ACCUPLACER and ACT results for each of its exiting students.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Pioneer High School ACCUPLACER Math – Grade 12 ACT ELA – Grade 11

	Baseline *[Provide Year]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	4	55	7%	12	55	22%	25	55	45%	35	55	64%	45	55	82%	48	55	87%
IEP	0	12	0%	1	12	8%	3	12	25%	5	12	42%	9	12	75%	10	12	83%
LEP	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-
FRL	1	22	5%	3	22	14%	10	22	45%	14	22	64%	18	22	82%	19	22	86%

The Carson City School District has not utilized the ACCUPLACER or ACT prior to this year to determine college and career readiness. The current targets are based on Nevada HSPE exam. Once ACCUPLACER and ACT is given spring of 2013 then actual baseline numbers can be set. The district has not required students to send results to the student's home high school, therefore prior data was not available. That procedure will change in the coming year so that the district can gather baseline ACCUPLACER and ACT results for each of its exiting students.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Pioneer High School ACCUPLACER Math – Grade 12 ACT ELA – Grade 11

	Baseline *2012-2013*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	4	55	7%	12	55	22%	25	55	45%	35	55	64%	45	55	82%	48	55	87%
IEP	0	12	0%	1	12	8%	3	12	25%	5	12	42%	9	12	75%	10	12	83%
LEP	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-
FRL	1	22	5%	3	22	14%	10	22	45%	14	22	64%	18	22	82%	19	22	86%

The Carson City School District has not utilized the ACCUPLACER or ACT prior to this year to determine college and career readiness. The current targets are based on Nevada HSPE exam. Once ACCUPLACER and ACT is given spring of 2013 then actual baseline numbers can be set. The district has not required students to send results to the student's home high school, therefore prior data was not available. That procedure will change in the coming year so that the district can gather baseline ACCUPLACER and ACT results for each of its exiting students.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: Pioneer High School Common Unit Assessments Grades 9-12 All content areas all courses

	Baseline *2012-2013*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	35	176	20%	NA	176	-	70	176	40%	110	176	63%	130	176	74%	150	176	85%
IEP	3	30	10%	NA	30	-	8	30	27%	14	30	47%	18	30	60%	23	30	77%
LEP	2	17	12%	NA	17	-	5	17	29%	8	17	47%	11	17	65%	13	17	76%
FRL	18	86	21%	NA	86	-	33	86	38%	53	86	62%	62	86	72%	73	86	85%

This Pioneer High School table is based on the results of the common unit assessments in all subjects and all grade levels. The goal is to have at least eighty five percent of student's proficient on each unit assessment. The district needs time to further support staff to get students to meet the goals. This includes development of curriculum, assessment, and data system as well as significantly improving instruction in each class. The district will establish a baseline for the sub groups for each assessment and then will update this table to include subgroup performance. (Estimated target values based on development of future assessments)

Carson High School #1								
Performance Measure (Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline *[Provide Year]***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Nevada HSEP Exam ELA Target percentages reflect the number of students who have earned an "exceed standards" rating on HSPE	11	All participating students	19%	23%	45%	64%	85%	88%
		IEP	4%	13%	33%	52%	63%	74%
		LEP	0%	5%	32%	50%	64%	73%
		FRL	7%	18%	47%	64%	85%	87%
Nevada HSEP Exam Math Target percentages reflect the number of students who have earned an "exceed standards" rating on HSPE	11	All participating students	29%	33%	45%	64%	85%	88%
		IEP	0%	9%	33%	52%	63%	74%
		LEP	0%	5%	32%	50%	64%	73%
		FRL	13%	38%	47%	64%	85%	87%
Common Unit Assessments all grade levels and all subjects – Percent of students who have achieved mastery on common unit assessments Achieve a mastery score of 85% or higher on common unit assessments for each unit.	9-12	All participating students	42%	-	42%	65%	82%	86%
		IEP	21%	-	21%	42%	67%	76%
		LEP	24%	-	24%	44%	69%	79%
		FRL	32%	-	38%	57%	76%	86%

This Carson High School Table in the CRT and MAP areas are identifying "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must earn an *"exceed standards"* rating if they are going to enter college without the need for remediation in reading and mathematics. The common unit assessment results address the number of students who have met proficiency rates on common unit assessments. The district will be conducting correlational studies on common unit assessment results aligned with CRT and HSPE exams in the future.

Carson High School #2								
Performance Measure (Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline *[Provide Year]***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
ACCULACER – ACT ELA *Meeting minimum score for Nevada University's to allow students to enter Math and or English without remediation*	12	All participating students	19%	23%	45%	64%	85%	88%
		IEP	4%	13%	33%	52%	63%	74%
		LEP	0%	5%	32%	50%	64%	73%
		FRL	7%	18%	47%	64%	85%	87%
ACCULACER – ACT Mathematics *Meeting minimum score for Nevada University's to allow students to enter Math and or English without remediation*	11	All participating students	29%	33%	45%	64%	85%	88%
		IEP	0%	9%	33%	52%	63%	74%
		LEP	0%	5%	32%	50%	64%	73%
		FRL	13%	38%	47%	64%	85%	87%

The Carson City School District has not utilized the ACCUPLACER or ACT prior to this year to determine college and career readiness. The current targets are based on Nevada HSPE exam. Once ACCUPLACER and ACT are given spring of 2013 then actual baseline numbers can be set. The district has not required students to send results to the student's home high school, therefore prior data was not available. That procedure will change in the coming year so that the district can gather baseline ACCUPLACER and ACT results for each of its exiting students.

Pioneer High School #1								
Performance Measure (Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline *2012-2013***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Nevada HSEP Exam ELA Target percentages reflect the number of students who have earned an "exceed standards" rating on HSPE	11	All participating students	15%	22%	45%	64%	82%	87%
		IEP	0%	8%	25%	42%	75%	83%
		LEP	-	-	-	-	-	-
		FRL	5%	14%	45%	64%	82%	86%
Nevada HSEP Exam Math Target percentages reflect the number of students who have earned an "exceed standards" rating on HSPE	11	All participating students	7%	22%	45%	64%	82%	87%
		IEP	0%	8%	25%	42%	75%	83%
		LEP	-	-	-	-	-	-
		FRL	5%	14%	45%	64%	82%	86%
Common Unit Assessments all grade levels and all subjects – Percent of students who have achieved mastery on common unit assessments Achieve a mastery score of 85% or higher on common unit assessments for each unit.	9-12	All participating students	20%	-	40%	63%	74%	85%
		IEP	10%	-	27%	47%	60%	77%
		LEP	12%	-	29%	47%	65%	76%
		FRL	21%	-	38%	62%	72%	85%

This Pioneer High School Table in the CRT and MAP areas are identifying "Exceeds Standards" rating on the ELA and Math assessments. This aligns with the WestEd study that identified that students in Nevada must earn an *"exceed standards"* rating if they are going to enter college without the need for remediation in reading and mathematics. The common unit assessment results address the number of students who have met proficiency rates on common unit assessments. The district will be conducting correlational studies on common unit assessment results aligned with CRT and HSPE exams in the future.

Pioneer High School #2								
Performance Measure (Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline *[Provide Year]***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
ACCULACER – ACT ELA *Meeting minimum score for Nevada University's to allow students to enter Math and or English without remediation*	12	All participating students	15%	22%	45%	64%	82%	87%
		IEP	0%	8%	25%	42%	75%	83%
		LEP	-	-	-	-	-	-
		FRL	5%	14%	45%	64%	82%	86%
ACCULACER – ACT Mathematics *Meeting minimum score for Nevada University's to allow students to enter Math and or English without remediation*	11	All participating students	7%	22%	45%	64%	82%	87%
		IEP	0%	8%	25%	42%	75%	83%
		LEP	-	-	-	-	-	-
		FRL	5%	14%	45%	64%	82%	86%

The Carson City School District has not utilized the ACCUPLACER or ACT prior to this year to determine college and career readiness. The current targets are based on Nevada HSPE exam. Once ACCUPLACER and ACT are given spring of 2013 then actual baseline numbers can be set. The district has not required students to send results to the student's home high school, therefore prior data was not available. That procedure will change in the coming year so that the district can gather baseline ACCUPLACER and ACT results for each of its exiting students.

The extent to which—

(F)(1) Budget for the project (10 points)

The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) Sustainability of project goals (10 points)

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

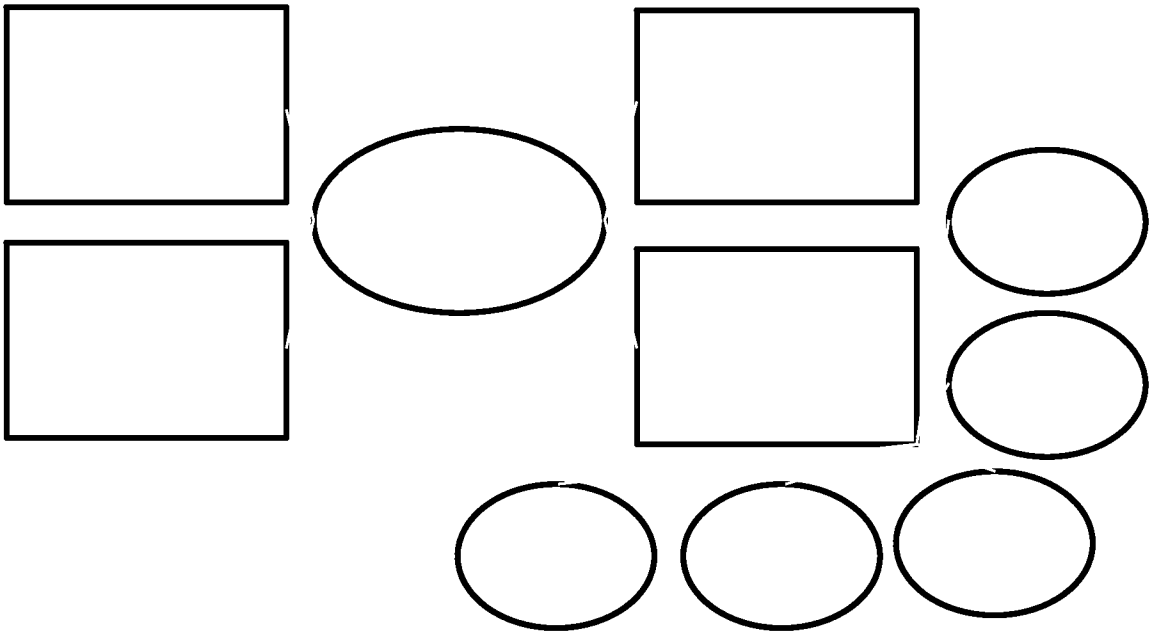
To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible

parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers. *Recommended maximum response length: Six pages (excluding tables)*
(Enter text for (F)(1) in Part XI: Budget. Enter text for (F)(2) here.)

(F)(2) Sustainability of project goals (10 points)

One of the exceptional characteristics of this application is that once fully implemented the district will be able to maintain the program at the highest levels with a minimum investment. Teachers, instructional coaches, administrators, and parents will have the capability to support a Learner-Centered system once the funds made available are expended. The district will address the costs of program maintenance through the strategic use of general fund and grant resources.

(F)(2) Figure I: Carson City School District – Learner-Centered Organizational Model 2012



(F)(2) Figure I: Learner-Centered Organizational Improvement Model: Originally developed by the Carson City School District in 2009.

Each of the elements of the Learner Centered Organization will be in place at the conclusion of this grant. The curriculum, assessment, instruction, and leadership components will operational within the system. Data will be shared regularly and the individual learning environment will be aligned to career and college expectations. With some small investments in key areas the district will be able to fully maintain the project.

Curriculum and Assessment: Once the curriculum and assessment system have been built the district needs only maintain the system and verify that students who master the material also meet college and career ready expectation. The district should be able to maintain this system for less than $100,000.00 per year. Current district staff posses the ability to maintain a fully developed system.

Student Data System: The data system will be critical to maintain the integrity of the program. The district will maintain both the e-portfolio and student mastery system and setting aside

$75,000.00 to $125,000.00 per year should address the costs of system maintenance. In the development of the grant district identified that it would purchase or upgrade an existing system to bring the student data system on line. The district will either hire or purchase the contract maintenance for this portion.

Implementation Specialists: In order to maintain integrity of practice the district has recognized that it will need to retain four of the twelve implementation specialists. This will provide support to existing and new teachers as they continue to maintain Learner-Centered practices. The work in future years will align with the work they are doing now, but more focus will be placed on instructional practices and less on unit and assessment development. The cost for these positions will be $400,000.00 per year.

School to career implementation specialists (CCTOSA) and three paraprofessionals: The district must maintain these positions because of the career development component and the need to maintain these services at the same level. The cost for all four positions will run approximately $200,000.00 per year.

Professional Development: The curriculum, assessment, and instructional portion of this project will require ongoing professional development. The district believes that the professional development costs should run under $125,000.00 and the district can utilize its Title II funds to address this full cost.

Professional Learning Communities: With student data available and schedules set up for PLC groups to meet during the regular school day, this portion of the project can continue without any additional costs to the district. The practices attained during the grant period should continue on. The district will be gathering data past the grant to verify that student performance continues to meet expected levels.

Teacher and Administrator Evaluation: This system should be up and running and require little maintenance. A maximum cost in this area may run up to $25,000.00 per year. The district does have the ability to make maintain this system once at the conclusion of the grant cycle. Approximately ninety percent of the funds will come from the district general fund and the remaining from the district Title II dollars. By building Learner-Centered practices in all staff from the classroom teacher to the district office, once in place the district can maintain the project and students will demonstrate college and career ready skills when they graduate from the system.

A Learner-Centered System establishes practices in every classroom that lead to student mastery within every unit of study. When staff adopts a Learner-Centered identity then all students can meet their academic potential. The system designed in this application can apply to all organizations, once established and professional practices shift, then the cost to maintain the system will be minimal.

Competitive Preference Priority (10 total points)

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by

providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership's goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In the text box below, the applicant should describe its current status in meeting the priority and/or provide its high-quality plan for meeting the priority.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant's success in meeting the priority. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

Competitive Preference Priority (10 total points)
(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

In order to address the competitive preference priority the district will highlight the work being done in the school to career and afterschool program components. This pair of high quality program components will support the development of both the academic and workforce skills of participating students. The following section will provide a strong explanation of the partnerships and how they will help expand opportunities for participating students.

School to Career Development: When creating the longitudinal e-portfolio the district will look to build an extensive school to career component of this project. At the middle school level the district is looking to provide community learning experiences that will introduce students to a few of the career options available to them. Student opportunities will be expanded at the high school level where students will be encouraged to travel through an entire school to career cluster, spending as much as three or four years gaining knowledge and experience related to a professional area of interest. As a component of this career development each student will be asked to participate in a job shadowing experience. The district does not currently have the infrastructure built to support this part of the initiative. By hiring a school to career TOSA and three paraprofessionals the district hopes to build long standing relationships with its community partners. Carson City has a very diverse economy with large pockets of manufacturing, state employment, gaming, health care, agriculture, mining and several other key industries that operate locally. As part of this application process the district will build long term partnerships that will provide a foundation to expand the career development of every Carson High School, Pioneer High School, Carson Middle and Eagle Valley Middle School. The community has already made a significant commitment to expanding student opportunities in this area. The district completed a strategic planning process during the spring of 2012. (See appendix XI) This very diverse group of community stakeholders made up of students, parents, educators, business leaders, and interested citizens pulled together to support the expanded educational opportunities for all students. The vision and strategies proposed by this large group are central to this application. If this application is funded the district will be able to bring this community vision forward to expand opportunities for all students.

Afterschool program Development: As defined earlier in the application the district will be seeking funds to build an afterschool program at each participating site. The program will be designed to provide three basic services; the first includes direct interventions for students in areas that have been identified as deficient in the common unit assessments. The second is to provide a location and time to receive homework help. Often at the secondary level students have limited access to support at home and the afterschool program at each site will provide a point of intervention. Finally the afterschool program will be a source of enrichment. Student's at all four sites will be provided access to community cultural opportunities including access to the arts, health, recreational opportunities that help student to expand their cultural horizons. This project will again seek support from the community to develop tutorial and enrichment services. The district will seek out support from agencies like Partnership Carson City and Carson City Literacy Consortium that provide literacy services to adolescents and young adults.

The district will hire after school project coordinators at each site to facilitate the programs and manage all three phases of the project. The after school coordinators will be hired from existing staff. The district will provide specific training on best practices coordinate the intervention and enrichment programs. The district will also hire its most effective teachers to tutor and provide content related assistance to students. The effect of interventions will be tracked to determine if the services supported student's movement toward mastery on a specific set of skills. The district will develop a data base that will define the enrichment opportunities. The site coordinators, school PTA's and school to career TOSA will also support in this effort. Once the model is built every student will have the opportunity to attend the afterschool program. Program interventions will focus on the students with the greatest need. The after school staff will actively recruit students to participate in the project. Success will be measured by the numbers of students participating and the number who have demonstrated improvement on targeted skills.

The district will work very hard to improve the school community partnerships that will enhance both the school to career and afterschool programs. The opportunities will be built through this process will truly expand and enrich the education of all participating students.

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
Middle School All Students – School to Career Area	School to Career	Every middle school student experiences at least one school to career job site visit that will spark excitement and build a desire to begin pursuing other related experiences –
High School – School to Career Area	Education: CTE unit/post course exams, CTE Course completion exams, Community: Complete job shadowing opportunities	Every high school student will experience at least one school to career job shadowing opportunity that will allow them to participate in a relatively in depth view of the career pathway that they have chosen
Middle School Afterschool program	Educational – Unit remediation results Community – arts, life skills, recreation	Students will have access to community academic support systems as well as enrichment opportunities. Many students of poverty have limited academic and community resource capital; these opportunities will expand these opportunities' for all students.
High School Afterschool program	Educational – Unit remediation results Community – arts, life skills, recreation	Students will have access to community academic support systems as well as enrichment opportunities. Many students of poverty have limited academic and community resource capital; these opportunities will expand these opportunities' for all students.

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

School to Career: The District will be responsible to develop a consortium of community partners that would include several hundred businesses and community organizations who will serve as the center of the school to career resource pool. These groups will be organized by the school to career TOSA. A data base of these groups will be organized and students connected to these groups as part of the career cluster work. Community volunteers will be recruited to assist the district to build this portion of the educational organization. The data base created will also be used by counselors and other to connect students to career opportunities that match their pathway.

The district will be tracking the number of students who participate in job shadowing and internship experiences and will be adding the experiences to the student's e-portfolio. This data base will be monitored at the site and district level to verify that every eligible student is receiving the appropriate opportunity and each is successful.

Afterschool program: This district is going to set up the afterschool programs at each of the four sites. The afterschool programs are going to track three items and that includes the number of students who receive targeted remediation and the rate of mastery attained by the participants. The district will identify the number of students who are asking for homework support and in what content areas. Finally the district is going to identify the number of students who participate in enrichment activities related to the project.

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

School to Career: The district is setting up this project to provide school to career opportunities for all students. The district is fortunate enough to have a large green house on its high school campus and currently has a program for students with severe and profound designations that allow this student population to volunteer time in the greenhouse. The work they perform helps them to develop basic job skills in the urban agricultural field. The district has been able to place several students from this program in the world of work. The district hopes to expand opportunities in order to support all students who fall in these populations. At the same time the district has several high tech manufacturers and research firms that can provide opportunities to high functioning students. These types of opportunities expand the horizons of all students who have the opportunity to participate. Students of poverty often have limited capital to access to high pay and high skill jobs; this project has the potential to break down barriers for these students and open doors that would normally be closed to them. The district will also provide specific support so that English Language Learners they will be able to fully participate in this project and be able to experience an exceptional internship or school to work experience. The district is building this program so that all students have the opportunity to participate. The district may find that students face additional challenges and in every case the district will look for additional support so that all students can participate in the project.

The district will be collecting data on the number of students participating and they will be conducting focus groups and gathering other qualitative data quarterly to verify that the schools to career opportunities are meeting the needs of participating students.

Afterschool program: The school district is building the project so that all students who need additional support to meet mastery are able to do so. The afterschool program will connect high quality interventions in all content areas. Students in all subgroups will be served including ESL students who will be participating in intense language acquisition instruction. The district will be placing its best teachers as well as gathering community providers to assist in these programs. Success will be connected to student mastery on unit based skills.

In the enrichment area the district will be utilizing community partnerships as a resource to expand opportunities for students. Students who are facing poverty are often excluded from the arts, music, recreational activities, and health and wellness seminars. The district is planning to have these elements as a key component in each of its afterschool programs. The district will hold an open invitation for all students to participate and will be actively recruiting groups of students to participate. Success will be measured by the number of students who participate and student focus groups will be conducted to verify that the district is building the opportunities that student's value and help round out the education of every child.

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time;

School to Career: As part of the school to career component the district identified that an e-portfolio would serve as a monitoring and advisory tool for middle school and high school students and their families. Once this component is fully developed it should be relatively easy to move the portfolio down into the lower grades, thus providing a tool for students and parents to begin to understand the longitudinal expectations and opportunities for students. This additional tool for parents in the younger grades helps to build their academic and school to career capital early.

Afterschool program: The district will be able to take the best components of the secondary afterschool programs and move down toward the elementary school clientele. In addition the community business partners list could be expanded and services could be added to elementary programs opening doors to students at a younger age.

(d) Improve results over time;

As the district and community partnerships grow, student opportunities will expand. Program leaders will closely monitor student participation and performance. In order to verify effectiveness of the program the project leaders will be gathering and reviewing qualitative and quantitative data that will look at participation as well as performance. The infrastructure for this project has been built in a way that data will be used to monitor and adjust the project as needed to receive the highest return on the investment. The districts vision is to take a high poverty high need population and create an organization that will produce highly competitive and highly trained student population.

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional,

and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

The district believes that if students are going to be college and career ready that students must have access to both college and career experiences. With that in mind the district is planning on developing partnerships with local universities, community agencies, businesses, and other organizations so that every student will have the opportunity to pursue their individual dream.

Students who face challenges with language or other related services will have the opportunity to receive additional support. The district currently retains a ten percent homeless rate for its population. In order to deal with these challenges the district has built relationships with community support organizations so that students and families to face these significant challenges receive the basic support they need. The district will continue to intervene on behalf of these students and will continue to connect them to the appropriate community service agency.

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership's goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

The school community component of this application cannot be considered an add-on component, but is a central theme to this application. Community partnerships provide the opportunity for all students to grow in both the academic and career areas. The description of the e-portfolio and how it will be used to monitor student progress and build their work along the pathway defines this process. Students will be taking interest inventory in their middle and high school years in order to determine if they have specific aptitudes or skills to fit a specific area. The guidance process described earlier also plays a big role in allowing students and their families to select the appropriate pathways in internship experiences. Students who identify that they have made an inappropriate selection will have the opportunity to switch career cluster pathways.

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;

The district had already begun this process as it completed a comprehensive strategic planning process that concluded in May of 2012. This process allowed the district to identify its strengths and areas to improve. Much of the items identified are addressed in this application have been identified and are supported by the strategic planning team (See appendix D Carson City School District Strategic Plan pgs. 239-255).

As part of the District Improvement Planning (DIP) the district completed a comprehensive review of the curriculum, instruction, and assessment system. This process allowed the district to identify deficiencies in each of these areas and they have been addressed in this application. Through the combination of these processes the district has been able to gather internal and external data so that a comprehensive plan for addressing the needs has been created and is centered in this application.

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

Earlier in the application the district shared that there are a series of committees that are going to be used to serve as the decision making bodies of this application. District level decisions will be made in both the Transformational PLC and district level community advisory group. At the site level the School Support Team (SST) and site level community advisory committee will be monitoring and providing feedback to staff. Finally the common course PLC's, Department Chair PLC's, and Counselor PLC groups will all have input and shared responsibility to see that each component of this project is implemented with fidelity. Each group will utilize the appropriate student data system to verify appropriate structural and student achievement goals are met.

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs;

The district has defined how it will be engaging every parent and family in the monitoring and planning of educational and career opportunities of every student. The development of teacher training, providing electronic access and the opportunities around the e-portfolio and student data systems will effectively engage families in support of academic and career development of every student.

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems

Through the use of the student data system and the e-portfolio every student will be identified as meeting mastery in every course. Structures have been built and will be implemented in a way that every student has the opportunity to meet college and career ready expectations.

(6) Ambitious Goals

Student Population	Assessment and/or Targeted Result
School to Career HS	• Every High School Student participates in a job shadowing or internship program • 80% or more master post unit assessments/earn CTE certificates or pass state CTE exam for terminal course (High School)
School to Career MS	• Every middle school student participates in a job shadowing experience or career fair opportunity
After School HS	• 90% of students who are placed in the intervention program are able to reach mastery in targeted area • 75% of students who are surveyed or participate in a focus group report that the homework support made a significant difference on their ability to meet expectations • Enrichment opportunities provided to students are highly attended and students report the effective of the experience positively

X. BUDGET

(Budget Requirements and Evidence for Selection Criteria (F)(1) and Optional Budget Supplement)

Budget Requirements (from Program Requirement 1)

(1) An applicant's budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	$5-10 million
5,001-10,000	$10-20 million
10,001-25,000	$20-30 million
25,001+	$30-40 million

The Department will not consider an application that requests a budget outside the applicable range of awards, not including any optional budget supplements included in the application.

Budget Summary and Narrative Instructions (Evidence for Selection Criterion (F)(1))

In the following budget parts and subparts, the applicant is responding to Selection Criterion (F)(1). The applicant should use its budget narrative and tables to address the specific elements of Selection Criterion (F)(1), including the extent to which:

The applicant's budget, including the budget narrative and tables--

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments.

The budget narrative should be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

The applicant will provide summary and itemized costs for projects that the applicant believes are necessary in order to implement its proposal. The applicant's budgets should reflect the work associated with fully implementing the high-quality plans and other aspects of its proposal described under the selection criteria and competitive preference priority. Some projects might address one selection criterion or the competitive preference priority, while others might address several selection criteria.

To support the budgeting process and in addition to instructions and forms included in this application package, we strongly suggest that applicants use the Race to the Top – District electronic budget spreadsheets prepared by the Department to build the applicant's budget. These electronic budget spreadsheets have formulas built into them that are intended to help applicants produce the budget tables that they submit as part of their response to selection criterion (F)(1). Applicants should include the relevant tables in the appropriate place in their proposal (e.g., by copying and pasting from the electronic budget spreadsheets into the appropriate place in the Applicant's proposal).

Please note that the Race to the Top – District electronic budget spreadsheets will not be used by peer reviewers to judge or score the applicant's proposal. Only the budget summaries and narratives in the applicant's proposal will be reviewed and scored by peer reviewers. However, the electronic budget spreadsheets will be used by the Department to conduct its budget review for grantees.

1. Overall Budget Summary

a. **Subpart 1:** Overall Budget Summary Table. This is the cover sheet for the budget summary (see Budget Table 1-1). In the Overall Budget Summary Table, the applicant should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Summary Tables. (Note: the electronic budget spreadsheet should generate these sums automatically, which the applicant should copy and paste into the application proposal.)
b. **Subpart 2:** Overall Budget Summary Narrative. The budget narrative that accompanies the Budget Summary Table should respond to Selection Criterion (F)(1) and be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. This subpart should also include a summary of the projects that the applicant has included in its budget, including the project name, associated criteria, total grant funds requested, and total budget (see Budget Table 2-1). (Note: the electronic budget spreadsheet should generate this summary automatically, which the applicant should copy and paste into the application proposal.)

2. Project-Level Detail
   a. **Subpart 3:** Project-Level Budget Summary Tables. This is the cover sheet for each project-level budget (see Budget Table 3-1). (Note: the applicant should complete the electronic budget spreadsheets and copy and paste the information into the application proposal.) This should include the sums of project-level itemized costs described in the Project-Level Budget Narrative.
   b. **Subpart 4:** Project-Level Budget Narratives. The Project-Level Budget Narrative accompanies the Project-Level Budget Summary Table for each project and provides the rationale for the budget. The narrative should address Selection Criterion (F)(1), including an overview of each project for which the applicant requests grant funds and include itemized project costs for each project, by budget category and for each project year (See Budget Table 4-1). Identify here, per Selection Criterion (F)(1), whether the costs will be one-time investments or ongoing operational costs.

3. Optional Budget Supplement: Overall Budget Summary (as described in Part XII). If the applicant intends to apply for one or more optional budget supplements, the applicant should include a Budget Summary Table and Narrative using **Subpart 1** and **Subpart 2** to describe the supplement's budget for the four years of the grant. Please title this "Optional Budget Supplement Budget Summary." The applicant should include and number a separate budget summary table and narrative for each optional budget supplement included in its proposal.

4. Optional Budget Supplement: Project-Level Detail (as described in Part XII). If the applicant intends to apply for one or more optional budget supplements, the applicant should include a Project-Level Budget Summary Table and Narrative using **Subpart 3** and **Subpart 4** to describe the supplement's budget for each of its optional budget supplement projects over the four years of the grant. Please title this part "Optional Budget Supplement Project-Level Detail." The applicant should include separate project-level detail tables and narrative for each optional budget supplement included in its proposal.

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See budget summary narrative and instructions above, in particular "Subpart 1: Overall Budget Summary Table."

Budget Table 1-1: Overall Budget Summary Table
Evidence for: [Fill in (F)(1) or Optional Budget Supplement]

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$1,114,324.09	$1,926,161.92	$1,909,010.12	$1,826,890.79	$6,776,386.92
2. Fringe Benefits	$310,414.15	$639,399.72	$649,522.02	$656,769.82	$2,256,105.71
3. Travel	$13,060.15	$21,915.74	$21,915.74	$21,915.74	$78,807.37
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$333,775.00	$109,975.00	$109,975.00	$109,975.00	$663,700.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (lines 1-8)	**$1,771,573.38**	**$2,697,452.38**	**$2,690,422.88**	**$2,615,551.36**	**$9,775,000.00**
10. Indirect Costs*	$0.00	$75,000.00	$75,000.00	$75,000.00	$225,000.00
11. Total Grant Funds Requested (lines 9-10)	**$1,771,573.38**	**$2,772,452.38**	**$2,765,422.88**	**$2,690,551.36**	**$10,000,000.00**
12. Funds from other sources used to support the project	$300,000.00	$300,000.00	$300,000.00	$300,000.00	$1,200,000.00
13. Total Budget (lines 11-12)	**$2,071,573.38**	**$3,072,452.38**	**$3,065,422.88**	**$2,990,551.36**	**$11,200,000.00**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Budget Table 2-1: Overall Budget Summary Project List **Evidence for:** [Fill in (F)(1) or Optional Budget Supplement]				
Project Name	**Primary Associated Criterion and location in application**	**Additional Associated Criteria and location in application**	**Total Grant Funds Requested**	**Total Budget**
District Office	See pages 136 for list of related pages	See pages 136 for list of related pages	$1,084,574.89	$1,084,574.89
Carson High School	See pages 139 for list of related pages	See pages 139 for list of related pages	$4,577,060.79	$4,577,060.79
Carson Middle School	See pages 138 for list of related pages	See pages 138 for list of related pages	$1,989,784.16	$1,989,784.16
Eagle Valley Middle School	See pages 138 for list of related pages	See pages 138 for list of related pages	$1,453,969.61	$1,453,969.61
Pioneer High School	See pages 141 for list of related pages	See pages 141 for list of related pages	$894,610.55	$894,610.55
			$10,000,000.00	**$10,000,000.00**

BUDGET SUBPART 2 – Budget to grant reference

Expenditure	Primary selection criteria and page number		Additional selection criteria and page number
District Level			
Administrator on Special Assignment (1)	District level supervision:	Pgs. 8-11, 68-75	
• Travel	Attend one conference to build basic assessment skills Assessment Training Institute		
• Supplies			
○ Information Technology	Computer for daily and observations		
○ General Supplies	General office supplies for day to day work		
Carson Middle School			
Implementation Specialists (3)	Carson Middle (3) Professional Development primary project trainers	Pgs 5-12, 51-57, 59-65, 68-75, 78-84	29-32,45,109
• Supplies			
○ Information technology	Lap computer for each implementation specialist		
○ Instructional Material Supplies	Made available when curriculum and assessment development is completed and funds used to cover cost of additional materials		
○ Books for classroom instruction supplemental materials	Purchase leveled reading materials or other source books that can build curriculum beyond the textbook		

○ PD supplies	Implementation specialists can access PD supplies to support teachers in curriculum, assessment, and instruction development	Pgs. 5-12, 51-57, 59-65, 68-75, 78-84	
○ Books for PD	Books include information materials aligned with curriculum mapping and assessment development. Used by implementation specialist as source documents for PD		
Certified Substitute teacher salaries	Substitutes hired so that teachers can come together to develop curriculum and assessments under guidance of implementation specialists (Develop learning targets and units of study)	Pgs. 50-88	
Certified Extra Hours	Certified extra hours used so that teachers can come together to develop curriculum and assessments under guidance of implementation specialists(Develop learning targets and units of study)	Pgs. 50-88	
Extra Hours afterschool program	After school program for unit interventions, homework support, and enrichment opportunities	Pgs. 54, 71, 81, 88	
• Certified and classified extra hours	Hire teachers and paraprofessionals to provide student services in this area, funds will also pay for teacher to coordinate the program		
• Transportation for after school program	Bus transportation cost for after school program.		
Department Chair Buyouts	Department chairs will be expected to develop model classrooms, leading PLC teams and support professional development practices. The district will utilize the grant to purchase one prep	Pgs. 69-84	

	period for each department chair to complete this work.		
Software	Student e-portfolio and unit mastery data system	Pgs 49-57, 59-64, 68-74, 79, 122-123, 130,	
Eagle Valley Middle School			
Implementation Specialists (3)	Eagle Valley Middle (2) Professional Development primary project trainers	Pgs. 5-12, 51-57, 59-65, 68-75, 78-84	29-32,45,109
• Supplies			
○ Information technology	Lap computer for each implementation specialist		
○ Instructional Material Supplies	Made available when curriculum and assessment development is completed and funds used to cover cost of additional materials		
○ Books for classroom instruction supplemental materials	Purchase leveled reading materials or other source books that can build curriculum beyond the textbook		
○ PD supplies	Implementation specialists can access PD supplies to support teachers in curriculum, assessment, and instruction development		
○ Books for PD	Books include information materials aligned with curriculum mapping and assessment development. Used by implementation specialist as source documents for PD		
Certified Substitute teacher salaries	Substitutes hired so that teachers can come together to develop curriculum and assessments under guidance of implementation specialists (Develop learning targets and units of study)	Pgs. 50-88	
Certified Extra Hours	Certified extra hours used so that teachers can come together to develop		

	curriculum and assessments under guidance of implementation specialists(Develop learning targets and units of study)		
Extra Hours afterschool program	After school program for unit interventions, homework support, and enrichment opportunities	Pgs. 54, 71, 81, 88	
• Certified and classified extra hours	Hire teachers and paraprofessionals to provide student services in this area, funds will also pay for teacher to coordinate the program		
• Transportation for after school program	Bus transportation cost for after school program.		
Department Chair Buyouts	Department chairs will be expected to develop model classrooms, leading PLC teams and support professional development practices. The district will utilize the grant to purchase one prep period for each department chair to complete this work.	Pgs. 69-84	
Software	Student e-portfolio and unit mastery data system	Pgs. 49-57, 59-64, 68-74, 79, 122-123, 130,	Pg 109
Carson High School			
Implementation Specialists (3)	Eagle Valley Middle (2) Professional Development primary project trainers	Pgs. 5-12, 51-57, 59-65, 68-75, 78-84	29-32,45,109
• Supplies			
○ Information technology	Lap computer for each implementation specialist		
○ Instructional Material Supplies	Made available when curriculum and assessment development is completed and funds used to cover cost of additional materials		
○ Books for classroom instruction supplemental	Purchase leveled reading materials or other source books that can build		

materials	curriculum beyond the textbook		
○ PD supplies	Implementation specialists can access PD supplies to support teachers in curriculum, assessment, and instruction development	Pgs. 5-12, 49-57, 59-65, 68-74, 78-84	
○ Books for PD	Books include information materials aligned with curriculum mapping and assessment development. Used by implementation specialist as source documents for PD		
Student Career TOSA (Career Counselor Teacher on Special Assignment	Align students with school to career opportunities	69-72, 81-85,113-116	
Three school to career paraprofessionals			
Counselor Carson High School	One additional counselor to address career cluster needs	50-53, 63-64, 70-73, 82-84, 121-122	38,39, 47, 69, 70, 89
Certified Substitute teacher salaries	Substitutes hired so that teachers can come together to develop curriculum and assessments under guidance of implementation specialists (Develop learning targets and units of study)	Pgs. 50-88	
Certified Extra Hours	Certified extra hours used so that teachers can come together to develop curriculum and assessments under guidance of implementation specialists(Develop learning targets and units of study)		
Extra hours afterschool program	After school program for unit interventions, homework support, and enrichment opportunities	Pgs. 54, 71, 81, 88	
• Certified and classified extra hours	Hire teachers and paraprofessionals to provide student services in this area, funds will also pay for teacher to coordinate the program		
• Transportation for after school	Bus transportation cost for after school		

program	program.		
Department Chair Buyouts	Department chairs will be expected to develop model classrooms, leading PLC teams and support professional development practices. The district will utilize the grant to purchase one prep period for each department chair to complete this work.	Pgs. 69-84	
Software	Student e-portfolio and unit mastery data system	Pgs. 49-57, 59-64, 68-74, 79, 122-123, 130,	Pg 109
Pioneer High School			
Implementation Specialists	Pioneer High Professional Development primary project trainers	Pgs. 5-12, 51-57, 59-65, 68-75, 78-84	29-32,45,109
• Supplies			
○ Information technology	Lap computer for each implementation specialist		
○ Instructional Material Supplies	Made available when curriculum and assessment development is completed and funds used to cover cost of additional materials		
○ Books for classroom instruction supplemental materials	Purchase leveled reading materials or other source books that can build curriculum beyond the textbook		
○ PD supplies	Implementation specialists can access PD supplies to support teachers in curriculum, assessment, and instruction development		
○ Books for PD	Books include information materials aligned with curriculum mapping and assessment development. Used by implementation specialist as source documents for PD		
Certified Substitute teacher salaries	Substitutes hired so that teachers can come together to develop curriculum and	Pgs. 50-88	

	assessments under guidance of implementation specialists (Develop learning targets and units of study)		
Certified Extra Hours	Certified extra hours used so that teachers can come together to develop curriculum and assessments under guidance of implementation specialists(Develop learning targets and units of study)		
Extra hours afterschool program	After school program for unit interventions, homework support, and enrichment opportunities	Pgs. 54, 71, 81, 88	
• Certified and classified extra hours	Hire teachers and paraprofessionals to provide student services in this area, funds will also pay for teacher to coordinate the program		
• Transportation for after school program	Bus transportation cost for after school program.		
Department Chair Buyouts	Department chairs will be expected to develop model classrooms, leading PLC teams and support professional development practices. The district will utilize the grant to purchase one prep period for each department chair to complete this work.	Pgs. 69-84	
Software	Student e-portfolio and unit mastery data system	Pgs. 49-57, 59-64, 68-74, 79, 122-123, 130,	Pg 109

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Note: See budget summary narrative and instructions above, in particular "Subpart 3: Project-Level Budget Summary Tables."

District Office

Table 3-1: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: District Office
Primary Associated Criterion and Location in Application: See pages 123-129
Additional Associated Criteria (if any) and Location in Application: See pages 123-129

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$45,000.00	$91,800.00	$93,600.00	$95,400.00	$325,800.00
2. Fringe Benefits	$17,316.66	$35,325.99	$36,018.65	$36,711.32	$125,372.62
3. Travel	$2,102.27	$0.00	$0.00	$0.00	$2,102.27
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$253,300.00	$51,000.00	$51,000.00	$51,000.00	$406,300.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (lines 1-8)	**$317,718.93**	**$178,125.99**	**$180,618.65**	**$183,111.32**	**$859,574.89**
10. Indirect Costs*	$0.00	$75,000.00	$75,000.00	$75,000.00	$225,000.00
11. Total Grant Funds Requested (lines 9-10)	**$317,718.93**	**$253,125.99**	**$255,618.65**	**$258,111.32**	**$1,084,574.89**
12. Funds from other sources used to support the project	$300,000.00	$300,000.00	$300,000.00	$300,000.00	$1,200,000.00
13. Total Budget (lines 11-12)	**$617,718.93**	**$553,125.99**	**$555,618.65**	**$558,111.32**	**$2,284,574.89**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

District Office

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE –

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

District Office:

Transformation Office – Administrator on Special Assignment: This includes costs related to the formation of Transformation Office and the hiring of the Administrator on Special Assignment (AOSA). The AOSA will be that administrator who will be facilitating this project for the district. The position will be housed at the district office level and this administrator will also facilitate the project development at each site. The district does not have the capacity with its current district office staff to fully support this project. The AOSA will report to the Associate Superintendent of Educational Services.

Travel-After School Transportation: Transportation using busses to take students who attend CHS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the afterschool program.

Supplies:

- **Information Technology Equipment** - Laptop Computers to be purchased for the AOSA will use this to tool as part of the day to day work conducted. This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by this staff member.

- **General Supplies and Instructional Materials** This will include basic supplies for day to day work in the office. Includes binders, paper, pens, highlighters etc.

- **District Wide – Student Data System including electronic portfolio costs (Software):** This includes the cost of the e-portfolio and student data system. This will be an upgrade or continuation of the Apperson data system described throughout the application. This includes the cost of set up and maintenance for the life of the grant.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

District Office Budget Narrative		
Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost
Administrator on Special Assignment • Full time Administrator on Special Assignment (AOSA) • The AOSA will be that administrator who will be facilitating this project for the district. The position will be housed at the district office level and this administrator will also facilitate the project development at each site. • The district does not have the capacity with its current district office staff to fully support this project. The AOSA will report to the Associate Superintendent of Educational Services.	**Administrator on Special Assignment** • Approximately $90,000.00 per year for a full time certified administrator • 1 Full Time employee will be 100% funded for each full year of the grant. This position will begin the first year of the project and will continue for the life of the grant. • The Administrator will work 8 hours per day, 220 days per year. • During year one the Administrator will only work for one half of the year. The year one salary is calculated at 50% of the full time positions cost. Each year after that the salary is calculated at 100% of the full time positions cost.	• $325,800.00

	From year two to year four an increase of 2% is added per year to the overall salary in order to cover any increases.	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	• Cost
Administrator on Special Assignment • Fringe benefits for AOSA position	**Administrator on Special Assignment** • For 1 Administrator on Special Assignment. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52	• $125,372.62
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel • Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	• Cost
Travel • Travel will include travel to one national conference I/E Assessment Training Institute • Purpose of travel: Training on school wide and classroom	**Travel** • Administrator will travel to one training outside of the district. The assessment training institute addresses the most	• $2,102.27

assessment practices. This work aligns with the development and scoring of the common unit assessments. This training also deals with in-classroom formative assessment practices.	effective assessment practices at the school level. • Travel includes a cost to update skills of the Administrator in year one only.	
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased • Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant • Any additional basis for cost estimates or computations	• Cost
Add more rows as needed		
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) • The basis for cost estimates or computations	• Cost
Information Technology Equipment • A Laptop Computer and a color printer to be purchased for the AOSA will use this to tool as part of the day to day work conducted. This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by this staff member.	**Information Technology Equipment** • 1 laptop will be purchased for AOSA in year one only. Each laptop will cost an estimated $2,000.00 each. • The estimated costs for laptops are based on the quote we received from our technology vendor.	• $2,300.00
General Supplies and Instructional Materials	**General Supplies and Instructional Materials**	• $4,000.00

• This will include basic supplies for day to day work in the office. Includes binders, paper, pens, highlighters etc.	• Basic general supplies to support the day to day office work • General supplies will cost an estimated $1,000.00 per year totaling $4,000.00	
District Wide – Student Data System including electronic portfolio costs (Software): • This includes the cost of the e-portfolio and student data system. This will be an upgrade or continuation of the Apperson data system described throughout the application. This includes the cost of set up and maintenance for the life of the grant.	**Software: Student e-portfolio and data system** • The initial year one cost will be $250,000.00 to implement the new software. The year two through year four cost will be $50,000.00 per year to allow the software to be renewed and maintained through the end of the grant. Used for e-portfolio and unit tracking system • The estimated cost for purchasing and implementing a new software program for student data tracking are based on a quote we received from our technology vendor.	• $400,000.00
• *Add more rows as needed*		

6. Contractual

Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

• The products to be acquired and/or the professional services to be provided

Purpose of acquisition

• *Add more rows as needed*

7. Training Stipends

Explain what training is needed, and the purpose and relation to the project.

NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).

• The training to be acquired, consistent with the note above.

Purpose of purchase

• *Add more rows as needed*

8. Other Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). Purpose of the expenditures		
• *Add more rows as needed*		
9. Total Direct Costs: Sum lines 1-8.		
n/a		
• *Add more rows as needed*	•	• **$859,574.89**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
Indirect Costs • Indirect Cost Rate of 3%	**Indirect Costs** • Each year the indirect cost rate will be $75,000.00, for all three years it will total $225,000.00	• $225,000.00
11. Total Grant Funds Requested		
n/a	n/a	• Sum lines 11-12.
Total Costs	**Total Costs** • **Total cost for the District Wide Project**	• **$1,084,574.89**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source.	• Cost
• Salary and Benefits costs for the administrators at the Carson City School District to coordinate, implement, and manage the Race To The Top funds and projects.	• Carson City School District General Fund.	• $1,200,000.00
Add more rows as needed		
13. Total Budget • Sum lines 11-12.	•	• **$2,284,574.89**

Carson Middle School

Table 3-1: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: Carson Middle School
Primary Associated Criterion and Location in Application: See pages 123-129
Additional Associated Criteria (if any) and Location in Application: See pages 123-129

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$234,630.15	$410,676.67	$407,435.06	$391,284.91	$1,444,026.79
2. Fringe Benefits	$65,170.29	$130,180.35	$132,236.20	$133,719.26	$461,306.10
3. Travel	$2,739.47	$5,478.94	$5,478.94	$5,478.93	$19,176.28
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$21,043.75	$14,743.75	$14,743.75	$14,743.75	$65,275.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (lines 1-8)	**$323,583.66**	**$561,079.70**	**$559,893.95**	**$545,226.85**	**$1,989,784.16**
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Total Grant Funds Requested (lines 9-10)	**$323,583.66**	**$561,079.70**	**$559,893.95**	**$545,226.85**	**$1,989,784.16**
12. Funds from other sources used to support the project	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Budget (lines 11-12)	**$323,583.66**	**$561,079.70**	**$559,893.95**	**$545,226.85**	**$1,989,784.16**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column I: Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Carson Middle School

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE –

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

Middle School:

Certified – Implementation Specialists (3): Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes:

a. Facilitate the process of setting learning targets for each class
b. Facilitate common unit assessment development
c. Observe and coach teachers
d. Facilitate and coach teachers in PLC's
e. Support full project development and serve on organizational leadership teams at both site and district level

Certified: Substitute Teacher Salaries: Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be used to address this work and that will be addressed later in this budget component.

Certified: Certified Extra Hours Afterschool program: Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students.

Classified: Classified: Extra Hours Afterschool program: Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process.

Certified: Certified Extra Hours Professional Development: Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system

teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above.

Certified: Department Chair Prep Period buy out: Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices.

Travel-After School Transportation: Transportation using busses to take students who attend CMS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the afterschool program.

Supplies:

- **Information Technology Equipment** - Laptop Computers to be purchased for the 6 Certified Implementation Specialists at CHS to use for this project. This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by these staff members.

- **General Supplies and Instructional Materials** including reading level materials and scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. his will include leveled reading materials, manipulatives, and other classroom supplies that will be used to support students in the new common core curriculum. (Project based learning materials)

- **General Supplies and materials needed to support the Professional Development Trainings:** Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. Building a common curriculum requires basic materials for both training and preparation. These funds will be used by staff to set up the curriculum and assessment system as well as build professional binders to store critical information.

- **Books for classroom instruction:** Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.

- **Books for professional development and training:** This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assessment for learning that helps teachers shift practices from Delivery-Centered to Learner Centered instruction.
- **Laser Jet printer (1)**: for Implementation Specialists to use in support of this project

Carson Middle School		
Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
5. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost
Certified-Implementation Specialists (3) • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Carson Middle School. • Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes: f. Facilitate the process of setting learning targets for each class g. Facilitate common unit assessment development h. Observe and coach teachers i. Facilitate and coach teachers in PLC's j. Support full project development and serve on organizational leadership teams at both site and district level These positions are necessary to the implementation project	**Certified-Implementation Specialists (3)** • $65,978.56 per full time employee per year. • 3 full time employees will be funded 100% for each full year of the grant. • Each Full Time Implementation Specialist will work 7.5 hours per day, 220 days per year. • During Year 1 the 3 Implementation Specialists will only work for one half of the year. The year one salaries are calculated at 50% of the full time positions cost. Each year after that the salary is calculated at 100% of the full time positions cost. From Year 2 to year 4 an increase of 2% is added to the overall salary cover any increases in salary.	$791,742.76

because they are staff members who are monitoring and coaching teaching staff into full implementation of the project.		
Certified: Substitute Teacher Salaries • Certified Substitutes to address cost for teachers to attend professional development training or program implementation meetings. • Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be used to address this work and that will be addressed later in this budget component. • These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course.	**Certified: Substitute Teacher Salaries** • Hourly rate of pay for all Certified Substitutes is $12.00 per hour. • The total number of substitutes and substitute days will vary depending on the department and the amount of time requested. The district scaled these values up from the Eagle Valley project and believes that the funds set aside will sufficiently address this need. Please note that subs may work a whole day or part of a day depending on the work of staff. Each staff member will be subbed out at various times depending on the course and the department. • Each substitute will work hourly. A full day is 7.5 hours. 938 substitute days will be allotted over the four years of the grant. In year one 308 substitute days will be available, in year two 255 substitute days will be available, in year three 225 substitute days will be available, in year four 150 substitute days will be available. • Each year after year one the substitute days that are budgeted are reduced by 15% per year.	$84,483.11
Certified: Certified Extra Hours Afterschool program • Certified Extra Hours Pay for After School Tutoring • Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of	**Certified: Certified Extra Hours Afterschool program** • The hourly rate of pay for all certified teachers is $27.39 per hour. • The number of Certified Teachers who will work Extra hours to provide After School Tutoring will vary, between ten and twenty teachers working 150 days per year, working one to 2 hours per day.	$101,426.05

study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. • These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	• 1241 Extra hours will be allotted each year beginning in year two of the grant (a total of 3703 hours over 3 years of the grant) for Certified Teachers to provide After School Tutoring to students at Carson Middle School. • During Year 1 the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTTT project at Carson Middle School.	
Classified: Extra Hours Afterschool program • Classified Extra Hours Pay for After School Tutoring • Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process. • These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	**Classified: Extra Hours Afterschool program** • The hourly rate of pay for all Classified Employees working extra hours for the Afterschool program varies. The hourly rate is determined by the employee's rate of pay for the position they hold. The hourly rate ranges from $14.00 to $19.00 per hour. • The number of Classified Employees who will work Extra hours to provide After School Tutoring includes five to six staff members on an as needed basis. • An estimated 259 Extra hours will be allotted for each year beginning in year two of the grant (a total of 779 hours over 3 years of the grant) for Classified Employees to provide After School Tutoring to students at Carson Middle School. • During Year one the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTT-D project at Carson Middle School.	$12,857.14

Certified: Certified Extra Hours Professional Development • Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above. • Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course The certified extra hours are necessary to provide teachers the time to develop the curriculum and assessments in each course.	**Certified: Certified Extra Hours Professional Development** • The hourly rate of pay for all certified teachers is $27.39 per hour. • The number of Certified Teachers who will attend the professional development trainings or implementation meetings will include all certified staff and the amount of time will vary by class and department. • A total of 6,897 Extra hours will be allotted for the full four years of the grant. In year one 2,225 Certified extra hours will be available, in year two 1,891 Certified extra hours will be available, in year 3 1,668 Certified extra hours will be available, in year four 1,113 Certified extra hours will be available. • Each year after year one the Certified Extra Hours that are budgeted are reduced by 15% per year.	$188,929.31
Certified: Department Chair Prep Period buy out • Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads. Period will be used to provide department chairs training on improving curriculum, assessment, instruction and PLC practices in their department. • Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices. • This purchased time is critical because when the grant ends the number of implementation specialists will go down and the department chairs will take on many of those duties.	**Certified: Department Chair Prep Period buy out** • Each period buy out will cost an estimated $10,441.53 per employee. The cost of each period buy out will be 1/6th of the department heads contract for the year and will vary depending on the employee and the year. • 7 Department Heads at CMS. • 1/6 of the Department Heads day will be spent planning and implementing the project. Each Department head works 7.5 hours per day, 185 days per year. • During Year 1 Department Heads will only work on this project for one half of the year. The year one costs of the period buy out are calculated at 50% of the supplemental positions cost. Each year after that the cost of the period buy outs are calculated at	$264,588.41

	100% of the positions cost. From Year 2 to year 4 an increase of 2% is added to the overall position cost in order to cover any increases in salary.	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	Cost
Certified-Implementation Specialists (3) • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Carson Middle School.	**Certified-Implementation Specialists (3)** • For 2 Certified Implementation Specialists at CMS over 4 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the 6 Implementation Specialists will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	$327,397.69

Certified: Substitute Teacher Salaries • Certified Substitutes for teachers attending professional development trainings or implementation meetings.	**Certified: Substitute Teacher Salaries** • For Certified Substitutes hourly rate – Total benefit rate of 8.69% FICA – 6.20% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the substitute is paid.	$7,343.27
Certified: Certified Extra Hours Afterschool program • Certified Extra Hours Pay for After School Tutoring	**Certified: Certified Extra Hours Afterschool program** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$2,527.54
Classified: Extra Hours Afterschool program • Classified Extra Hours Pay for After School Tutoring	**Classified: Extra Hours Afterschool program** • For Classified Extra Hours hourly rate of pay – Total benefit rate of 26.24% PERS/ Retirement – 23.75% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$3,373.97

Certified: Certified Extra Hours Professional Development • Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings.	**Certified: Certified Extra Hours Professional Development** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$4,708.12
Certified: Department Chair Prep Period buy out • Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads.	**Certified: Department Chair Prep Period buy out** • 1/6th of the benefits cost for 7 Department Heads at CMS over 4 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. 1/6th of the cost of benefits for the Department Heads will be funded. During Year 1 the 6 Department heads will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	$115,955.51
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		

• A description of the travel • The parties that will engage in the travel Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	Cost
Travel: After School Transportation • Transportation using busses to take students who attend CMS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the Afterschool program.	**Travel: After School Transportation** • The route used to transport the students is approximately 39 miles per day, the cost per mile is $5.00.= $195.00 per day x 100 days = $19,500.00 x 4 years = 78,000.00 Cost per year comes to $19,500.00	$19,176.28
Add more rows as needed	•	
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant Any additional basis for cost estimates or computations	Cost
• N/A	N/A •	• $0.00
Add more rows as needed		
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		

• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*, instructional materials, office supplies) The basis for cost estimates or computations	Cost
Information Technology • Laptop Computers to be purchased for the 3 Certified Implementation Specialists at CMS to use for this project. • This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by these staff members.	**Information Technology** • 3 Lap tops will be purchased for CMS in year one only. Each laptop will cost an estimated $2,000.00 each. • The estimated costs for laptops are based on the quote we received from our technology vendor.	$6,000.00
General Supplies and Instructional Materials- • General supplies including reading level materials and Scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. • This will include leveled reading materials, manipulative, and other classroom supplies that will be used to support students in the new common core curriculum. (Project based learning materials)	**General Supplies and Instructional Materials** • Student/ Classroom Supplies and reading level materials will cost an estimated $5,000.00 per year totaling $20,000.00 Scantron materials will cost an estimated $4,000.00 per year totaling $16,000.00. Instructional materials and supplies will cost an estimated $1,000.00 per year totaling $4,000.00. • The estimated costs for the above supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$40,000.00
Professional Development Supplies: • General Supplies and materials needed to support the Professional Development Trainings. Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. • Building a common curriculum requires basic materials for both training and preparation. These funds will be used by	**Professional Development supplies** • PD related printing, copy services, and supplies will cost an estimated $1,500.00 per year totaling $6,000.00. PD related supplies to create binders and consumable training guides will cost an estimated $1,243.75 per year totaling $4,975.00. • The estimated costs for the PD supply items	$10,975.00

staff to set up the curriculum and assessment system as well as build professional binders to store critical information.	above was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	
Books for classroom instruction- supplemental materials • Books to be used as supplemental instructional materials • Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.	**Books for classroom instruction – supplemental materials** • Books purchased for student instruction will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional book items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
Books for Professional Development • Books for professional development and training • This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assessment for learning that help teachers shift practices from Delivery-Centered to Learner-Centered instruction.	**Books for Professional Development** • Books purchased to support professional development and training will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
Laser Jet Printer • Laser Jet printers for Implementation Specialists to use in support of this project • Document preparation	**Laser Jet Printer** • 1 printer will be purchased in year one only for Carson Middle School at an estimated cost of $300.00 each totaling $300.00. • The estimated costs for the printers are based on a quote we received from our technology vendor.	$300.00
• *Add more rows as needed*	•	

6. Contractual

Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

- **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a

grant is awarded.		
• The products to be acquired and/or the professional services to be provided • Purpose of acquisition	• The estimated cost per expected procurement • For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and approximate rates • Any additional basis for cost estimates or computations	• Cost
• N/A	• N/A	$0.00
	•	•
7. Training Stipends • Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers 131 • and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) The cost estimates and basis for these estimates	Cost
• N/A	• N/A	• $0.00
8. Other • Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
• N/A	• N/A	• $0.00

9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of lines 1-8
•	•	• **$1,989,784.16**
Add more rows as needed		
10. Total Indirect Costs • Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
11. Total Grant Funds Requested • Sum lines 9-10.	•	•
n/a	n/a	• Sum of lines 9-10
		• **$1,989,784.16**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds •	• Source of funds and amount of funding from each source	• Cost
• *Add more rows as needed*	•	$0.00
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• Sum of lines 11-12
		• **$1,989,784.16**

Eagle Valley Middle School

Table 3-1: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: Eagle Valley Middle School
Primary Associated Criterion and Location in Application: See pages 123-129
Additional Associated Criteria (if any) and Location in Application: See pages 123-129

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$161,632.54	$311,971.29	$306,794.27	$288,708.72	$1,069,106.82
2. Fringe Benefits	$34,080.77	$89,705.61	$90,967.84	$91,657.29	$306,411.51
3. Travel	$2,739.47	$5,478.93	$5,478.93	$5,478.93	$19,176.28
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$15,043.75	$14,743.75	$14,743.75	$14,743.75	$59,275.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (lines 1-8)	**$213,496.53**	**$421,899.58**	**$417,984.80**	**$400,588.69**	**$1,453,969.61**
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Total Grant Funds Requested (lines 9-10)	$213,496.53	$421,899.58	$417,984.80	$400,588.69	$1,453,969.61
12. Funds from other sources used to support the project	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
13. Total Budget (lines 11-12)	**$213,496.53**	**$421,899.58**	**$417,984.80**	**$400,588.69**	**$1,453,969.61**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column I: Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Eagle Valley Middle School

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE –

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

Middle School:

Certified – Implementation Specialists (2): Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes:

k. Facilitate the process of setting learning targets for each class
l. Facilitate common unit assessment development
m. Observe and coach teachers
n. Facilitate and coach teachers in PLC's
o. Support full project development and serve on organizational leadership teams at both site and district level

Certified: Substitute Teacher Salaries: Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be used to address this work and that will be addressed later in this budget component.

Certified: Certified Extra Hours Afterschool program: Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students.

Classified: Classified: Extra Hours Afterschool program: Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process.

Certified: Certified Extra Hours Professional Development: Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system

teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above.

Certified: Department Chair Prep Period buy out: Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices.

Travel-After School Transportation: Transportation using busses to take students who attend CMS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the afterschool program.

Supplies:

- **Information Technology Equipment** - Laptop Computers to be purchased for the 6 Certified Implementation Specialists at CHS to use for this project. This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by these staff members.

- **General Supplies and Instructional Materials** including reading level materials and scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. his will include leveled reading materials, manipulatives, and other classroom supplies that will be used to support students in the new common core curriculum. (Project based learning materials)

- **General Supplies and materials needed to support the Professional Development Trainings:** Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. Building a common curriculum requires basic materials for both training and preparation. These funds will be used by staff to set up the curriculum and assessment system as well as build professional binders to store critical information.

- **Books for classroom instruction:** Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.

- **Books for professional development and training:** This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assessment for learning that helps teachers shift practices from Delivery-Centered to Learner Centered instruction.
- **Laser Jet printer (1)**: for Implementation Specialists to use in support of this project

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
6. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost
Certified-Implementation Specialists (2) • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Eagle Valley Middle School. • Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes: p. Facilitate the process of setting learning targets for each class q. Facilitate common unit assessment development r. Observe and coach teachers s. Facilitate and coach teachers in PLC's t. Support full project development and serve on organizational leadership teams at both site and district level These positions are necessary to the implementation project because they are staff members who are	**Certified-Implementation Specialists (2)** • $65,978.56 per full time employee per year. • 2 full time employees will be funded 100% for each full year of the grant. • Each Full Time Implementation Specialist will work 7.5 hours per day, 220 days per year. • During Year 1 the 2 Implementation Specialists will only work for one half of the year. The year one salaries are calculated at 50% of the full time positions cost. Each year after that the salary is calculated at 100% of the full time positions cost. From Year two to year four an increase of 2% is added to the overall salary cover any increases in salary.	$527,828.52

monitoring and coaching teaching staff into full implementation of the project		
Certified: Substitute Teacher Salaries • Certified Substitutes to address cost for teachers to attend professional development training or program implementation meetings. • Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be used to address this work and that will be addressed later in this budget component. These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course.	**Certified: Substitute Teacher Salaries** • Hourly rate of pay for all Certified Substitutes is $12.00 per hour. • The total number of substitutes and substitute days will vary depending on the department and the amount of time requested. The district scaled these values up from the Eagle Valley project and believes that the funds set aside will sufficiently address this need. Please note that subs may work a whole day or part of a day depending on the work of staff. Each staff member will be subbed out at various times depending on the course and the department. • Each substitute will work hourly. A full day is 7.5 hours. 938 substitute days will be allotted over the four years of the grant. In year one 308 substitute days will be available, in year two 255 substitute days will be available, in year three 225 substitute days will be available, in year four 150 substitute days will be available • Each year after year one the substitute days that are budgeted are reduced by 15% per year.	$84,483.11
Certified: Certified Extra Hours Afterschool program • Certified Extra Hours Pay for After School Tutoring • Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of	**Certified: Certified Extra Hours Afterschool program** • The hourly rate of pay for all certified teachers is $27.39 per hour. • The number of Certified Teachers who will work Extra hours to provide After School Tutoring will vary, between ten and twenty teachers working 150 days per year, working one to 2 hours per	$101,426.05

study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. • These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	day. • 1241 Extra hours will be allotted each year beginning in year two of the grant (a total of 3703 hours over 3 years of the grant) for Certified Teachers to provide After School Tutoring to students at Eagle Valley Middle School. • During Year 1 the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTTT project at Eagle Valley Middle School.	
Classified: Extra Hours afterschool program • Classified Extra Hours Pay for After School Tutoring • Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process. • These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	**Classified: Extra Hours afterschool program** • The hourly rate of pay for all Classified Employees working Extra hours for the Afterschool program varies. The hourly rate is determined by the employee's rate of pay for the position they hold. The hourly rate ranges from $14.00 to $19.00 per hour. • The number of Classified Employees who will work Extra hours to provide After School Tutoring includes five to six staff members on an as needed basis. • An estimated 259 Extra hours will be allotted for each year beginning in year two of the grant (a total of 779 hours over 3 years of the grant) for Classified Employees to provide After School Tutoring to students at Carson Middle School. • During Year one the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTT-D project at Eagle Valley Middle School. •	$12,857.14
Certified: Certified Extra Hours Professional Development	**Certified: Certified Extra Hours Professional**	

• Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above. • Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course The certified extra hours are necessary to provide teachers the time to develop the curriculum and assessments in each course.	**Development** • The hourly rate of pay for all certified teachers is $27.39 per hour. • The number of Certified Teachers who will attend the professional development trainings or implementation meetings will include all certified staff and the amount of time will vary by class and department. • A total of 6,897 Extra hours will be allotted for the full four years of the grant. In year one 2,225 Certified extra hours will be available, in year two 1,891 Certified extra hours will be available, in year 3 1,668 Certified extra hours will be available, in year four 1,113 Certified extra hours will be available. • Each year after year one the Certified Extra Hours that are budgeted are reduced by 15% per year.	$188,929.31
Certified: Department Chair Prep Period buy out • Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads. Period will be used to provide department chairs training on improving curriculum, assessment, instruction and PLC practices in their department. • Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices. • This purchased time is critical because when the grant	**Certified: Department Chair Prep Period buy out** • Each period buy out will cost an estimated $10,441.53 per employee. The cost of each period buy out will be 1/6th of the department heads contract for the year and will vary depending on the employee and the year. • 6 Department Heads at EVMS. • 1/6 of the Department Heads day will be spent planning and implementing the project. Each Department head works 7.5 hours per day, 185 days per year. • During Year one the purchase of a period for the Department Heads at EVMS will be funded from	$153,582.69

ends the number of implementation specialists will go down and the department chairs will take on many of those duties.	a different Federal Grant (SIG). The purchase of a period for the Department Heads at EVMS for year two through year four will be 100% funded from the RTTT grant. The cost of the period buy outs calculate out to 1/6th of the full salary cost for the employees position. The cost for the period purchase for year two through year four have an increase of 2% per year to cover any increases in salary.	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	Cost
Certified: Implementation Specialist (2) • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Eagle Valley Middle School	**Certified: Implementation Specialist (2)** • For 2 Certified Implementation Specialists at EVMS over 4 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the 6 Implementation Specialists will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost.	$218,265.12

	From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	
Certified Substitutes-Professional Development • Certified Substitutes for teachers attending professional development trainings or implementation meetings.	**Certified Substitutes-Professional Development** • For Certified Substitutes hourly rate – Total benefit rate of 8.69% FICA – 6.20% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the substitute is paid.	$7,343.27
Certified Extra Hours – Afterschool program • Certified Extra Hours Pay for After School Tutoring	**Certified Extra Hours – Afterschool program** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$2,527.54
Classified Extra Hours – Afterschool program • Classified Extra Hours Pay for After School Tutoring	**Classified Extra Hours – Afterschool program** • For Classified Extra Hours hourly rate of pay – Total benefit rate of 26.24% PERS/ Retirement – 23.75% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$3,373.97

Certified Extra Hours – Teacher Professional Development • Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings.	**Certified Extra Hours – Teacher Professional Development** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$4,708.12
Certified: Department Chair Prep Period buy out • **Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads.**	**Certified: Department Chair Prep Period buy out** • **1/6th of the benefits cost for 7 Department Heads at CMS over 4 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee.** **Group Insurance - $9,300.00 per year** **PERS/ Retirement – 23.75% of salary** **Medicare – 1.45% of salary** **Unemployment - 0.30% of salary** **Workers Comp – 0.74% of salary** **PRIS - $1,715.52** • **Benefits are calculated based on the salary of the position. 1/6th of the cost of benefits for the Department Heads will be funded. During Year one the Department heads benefits for the purchase of a period will be paid from the SIG grant along with the salary costs. From year two through year four the benefits for the period purchase will be fully funded from RTTT. From Year two to year four an increase of 2% is added to the overall cost of the benefits each year in order to cover any increases that may occur in**	**$70,193.49**

	benefit rates.	
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	Cost
Travel: After School Transportation • Transportation using busses to take students who attend EVMS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the Afterschool program.	**Travel: After School Transportation** • The route used to transport the students is approximately 39 miles per day, the cost per mile is $5.00.= $195.00 per day x 100 days = $19,500.00 x 4 years = 78,000.00 Cost per year comes to $19,500.00	**$19,176.28**
Add more rows as needed	•	
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant Any additional basis for cost estimates or computations	Cost
• N/A	N/A •	• $0.00
Add more rows as needed		
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		

• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*, instructional materials, office supplies) The basis for cost estimates or computations	Cost
General Supplies: Instructional Materials • General Supplies and Instructional Materials including reading level materials and scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. • This will include leveled reading material, maipulatives, and other classroom supplies that will be used to support students in the new common core curriculum. (Project based learning materials)	**General Supplies: Instructional Materials** • Student/ Classroom Supplies and reading level materials will cost an estimated $5,000.00 per year totaling $20,000.00. Scantron materials will cost an estimated $4,000.00 per year totaling $16,000.00 Instructional materials will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$40,000.00
General Supplies for professional Development • General Supplies and materials needed to support the Professional Development Trainings. Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. • Building a common curriculum requires basic materials for both training and preparation. These funds will be used by staff to set up the curriculum and assessment system as well as build professional binders to store critical information.	**General Supplies for professional Development** • PD related printing, copy services, and supplies will cost an estimated $1,500.00 per year totaling $6,000.00. PD related supplies to create binders and consumable training guides will cost an estimated $1,243.75 per year totaling $4,975.01 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$10,975.00

Books for classroom instruction- supplemental materials • Books for classroom instruction • Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.	**Books for classroom instruction – supplemental materials** • Books purchased to instruct students will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
Books for Professional Development • Books for professional development and training • This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assess for learning that will help teachers shift practices from Delivery-Centered to Learner-Centered Instruction.	**Books for Professional Development** • Books purchased to support professional development and training will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
Laser Jet Printer: • Laser Jet printers for Implementation Specialists to use in support of this project • Document preparation	**Laser jet Printer** • 1 printer will be purchased in year one only for Eagle Valley Middle School at an estimated cost of $300.00 each totaling $300.00. • The estimated costs for the printers are based on a quote we received from our technology vendor.	$300.00
• *Add more rows as needed*	•	
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. • **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• The products to be acquired and/or the professional	• The estimated cost per expected procurement	• Cost

services to be provided • Purpose of acquisition	• For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and approximate rates • Any additional basis for cost estimates or computations	
• N/A	• N/A	$0.00
7. Training Stipends • Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) The cost estimates and basis for these estimates	Cost
• N/A	• N/A	• $0.00
8. Other • Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
• N/A	• N/A	• $0.00
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of lines 1-8

•	•	• $1,453,969.61
Add more rows as needed		
10. Total Indirect Costs • Identify and apply the indirect cost rate.	•	•
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
11. Total Grant Funds Requested • Sum lines 9-10.		
n/a	n/a	• Sum of lines 9-10
		$1,453,969.61
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds •	• Source of funds and amount of funding from each source	• Cost
• *Add more rows as needed*	•	$0.00
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• Sum of lines 11-12
		$1,453,969.61
•	•	•

Carson High School

Table 3-1: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: Carson High School
Primary Associated Criterion and Location in Application: See pages 123-129
Additional Associated Criteria (if any) and Location in Application: See pages 123-129

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$586,097.83	$945,987.89	$934,515.68	$886,460.69	$3,353,061.98
2. Fringe Benefits	$161,860.48	$319,391.26	$324,333.93	$327,661.87	$1,133,247.53
3. Travel	$2,739.47	$5,478.94	$5,478.93	$5,478.93	$19,176.28
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$27,343.75	$14,743.75	$14,743.75	$14,743.75	$71,575.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (lines 1-8)	**$778,041.52**	**$1,285,601.83**	**$1,279,072.29**	**$1,234,345.14**	**$4,577,060.79**
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Total Grant Funds Requested (lines 9-10)	$778,041.52	$1,285,601.83	$1,279,072.29	$1,234,345.14	$4,577,060.79
12. Funds from other sources used to support the project	**$0.00**	$0.00	$0.00	$0.00	$0.00
13. Total Budget (lines 11-12)	**$778,041.52**	**$1,285,601.83**	**$1,279,072.29**	**$1,234,345.14**	**$4,577,060.79**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Carson High School

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE –

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

Carson High School:

Certified – Implementation Specialists (6): Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes:

u. Facilitate the process of setting learning targets for each class
v. Facilitate common unit assessment development
w. Observe and coach teachers
x. Facilitate and coach teachers in PLC's
y. Support full project development and serve on organizational leadership teams at both site and district level

Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1) The school to career teacher on special assignment who will serve as the Career Counselor Teacher on Special assignment (CCTSA) will be creating community contacts and working to expand the school to work and internship components of the project. This person will be completing this task for both high school sites. This work also includes working closely with counselors to place students in school to work experiences. This person will supervise three professionals who have also been assigned the task of expanding school to career opportunities for students.

Certified: High School Counselor: The school currently has five counselors and with the increased duties the school will need an additional counselor to address student needs in the school to career area. This will include advising and placing students in the career cluster area. This group will also help guide the development of the student e-portfolio system and provide parent training regarding that system and school to career pathways.

Classified: Full time School to Career Paraprofessionals: Each Classified School to Career Paraprofessional will be supervised by the CCTSA and will be responsible to align students to the school to work or internship opportunities identified in this project. Because this project does not currently exist and there will be over a thousand students to place each year the district will need these positions to provide the necessary support to students to continue their work along the career pathway.

Certified: Substitute Teacher Salaries: Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be

used to address this work and that will be addressed later in this budget component.

Certified: Certified Extra Hours afterschool program: Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students.

Classified: Classified: Extra Hours afterschool program: Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process.

Certified: Certified Extra Hours Professional Development: Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above.

Certified: Department Chair Prep Period buy out: Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices.

Travel-After School Transportation: Transportation using busses to take students who attend CHS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the afterschool program.

Supplies:

- **Information Technology Equipment** - Laptop Computers to be purchased for the 6 Certified Implementation Specialists at CHS to use for this project. This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by these staff members.

- **General Supplies and Instructional Materials** including reading level materials and scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. his will include leveled reading materials, manipulatives, and other classroom supplies that will be used to support students in the new common core curriculum.

(Project based learning materials)

- **General Supplies and materials needed to support the Professional Development Trainings:** Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. Building a common curriculum requires basic materials for both training and preparation. These funds will be used by staff to set up the curriculum and assessment system as well as build professional binders to store critical information.

- **Books for classroom instruction:** Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.

- **Books for professional development and training:** This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assessment for learning that helps teachers shift practices from Delivery-Centered to Learner Centered instruction.

- **Laser Jet printers (2)**: for Implementation Specialists to use in support of this project

Carson High School		
Table 4-1: Project-Level Itemized Costs:		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
2. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost
Certified-Implementation Specialists (6) • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Carson High School. • Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes: a. Facilitate the process of setting learning targets for each class b. Facilitate common unit assessment development c. Observe and coach teachers d. Facilitate and coach teachers in PLC's e. Support full project development and serve on organizational leadership teams at both site and district level • These positions are necessary to the implementation project because they are staff members who are monitoring and coaching teaching staff into full	**Certified-Implementation Specialists (6)** • $75,404.07 per full time employee per year. • 6 full time employees will be funded 100% for each full year of the grant (3.5 years) • Each Full Time Implementation Specialist will work 7.5 hours per day, 220 days per year. • During Year 1 the 6 Implementation Specialists will only work for one half of the year. The year one salaries are calculated at 50% of the full time positions cost. Each year after that the salary is calculated at 100% of the full time positions cost. From Year 2 to year 4 an increase of 2% is added to the overall salary cover any increases in salary.	$1,583,485.52

implementation of the project.		
Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1) • Full time Certified Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) at Carson High School • Each Certified Student Career Advisor will be creating community contacts and working to expand the school to work and internship components of the project. This person will be completing this task for both high school sites. This work also includes working closely with counselors to place students in school to work experiences. This person will supervise three professionals who have also been assigned the task of expanding school to career opportunities for students. • This position is critical to build the community support and align community resources so that students have an opportunity to expand the career components related to this project.	**Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1)** • $60,323.25 per year for 80% of a full time employee. • 1 full time employee will be funded. 80% of the positions cost will be allocated to Carson High and 20% of the position costs will be allocated to Pioneer High. • The Student Career Advisor will work 7.5 hours per day, 220 days per year for 3.5 years. This employee will perform work for two of the projects in this application 80% of the employee's time will be spent preforming services for and at Carson High School. The remaining 20% of the employee's time will be spent preforming services for and at Pioneer High School. • During Year 1 the student career advisor will only work for one half of the year. The year one salary is calculated at 50% of the full time positions cost. Each year after that the salary is calculated the full contract cost and then split funded between CHS (80%) and Pioneer (20%). From Year 2 to year 4 an increase of 2% is added to the overall salary cover any increases in salary.	$211,131.40
Certified: High School Counselor • Full time counselor in order to staff Carson High School to address all six career pathways. • The school currently has five counselors and with the increased duties the school will need an additional	**Certified: High School Counselor** • 62,000.00 per full time employee per year (3.5 years total) • The Student Councilor will work 7.5 hours per day, 220 days per year.	$217,200.00

counselor to address student needs in the school to career area. This will include advising and placing students in the career cluster area. This group will also help guide the development of the student e-portfolio system and provide parent training regarding that system and school to career pathways. • This position is needed to address the additional duties that are being placed on the counselor positions. The staff is currently serving students at 400 to 1 ration.	• During Year 1 the Student career advisor will only work for one half of the year. The year one salary is calculated at 50% of the full time positions cost. Each year after that the salary is calculated at 100% of the full time positions cost. From Year 2 to year 4 an increase of 2% is added to the overall salary cover any increases in salary.	
Classified: Full time School to Career Paraprofessionals • Full time Classified School to Career Paraprofessionals at Carson High • Each Classified School to Career Paraprofessional will be supervised by the CCTSA and will be responsible to align students to the school to work or internship opportunities identified in this project. Because this project does not currently exist and there will be over a thousand students to place each year the district will need these positions to provide the necessary support to students. • These positions are necessary to the implementation project because of the number of students who need to be placed in community job shadow programs.	**Classified: Full time School to Career Paraprofessionals** • $22,754.28 per full time employee cost per year (3 positions, 3.5 years) • 3 full time employees will be funded. 2.5 of the full time positions cost will be allocated to Carson High and .5 of the full time position costs will be allocated to Pioneer High • Each Classified School to Career Paraprofessional will work 6 hours per day, 192 days per year. One of the three employees will perform work for two of the projects in this application. For the split funded FTE 50% of the employee's time will be spent preforming services for and at Carson High School. The remaining 50% of the employee's time will be spent preforming services for and at Pioneer High School. • During Year 1 the 3 Student Career Advisors will only work for one half of the year. The year one salaries are calculated at 50% of the full time positions cost. Each year after that the salary is calculated the full contract cost and then split funded between CHS (80%) and Pioneer (20%). From Year 2 to year 4 an increase of 2% is added to	$199,100.00

	the overall salary cover any increases in salary.	
Certified: Substitute Teacher Salaries • Certified Substitutes to address cost for teachers to attend professional development training or program implementation meetings. • Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be used to address this work and that will be addressed later in this budget component. • These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course.	**Certified: Substitute Teacher Salaries** • Hourly rate of pay for all Certified Substitutes is $12.00 per hour. • The total number of substitutes and substitute days will vary depending on the department and the amount of time requested. The district scaled these values up from the Eagle Valley project and believes that the funds set aside will sufficiently address this need. Please note that subs may work a whole day or part of a day depending on the work of staff. Each staff member will be subbed out at various times depending on the course and the department. • Each substitute will work hourly. A full day is 7.5 hours. 2625 substitute days will be allotted over the 3.5 years of the grant. In year one 864 substitute days will be available, in year two 714 substitute days will be available, in year three 630 substitute days will be available, in year four 420 substitute days will be available. • Each year after year one the substitute days that are budgeted are reduced by 15% per year.	$236,552.71
Certified: Certified Extra Hours Afterschool program • Certified Extra Hours Pay for After School Tutoring • Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of	**Certified: Certified Extra Hours Afterschool program** • The hourly rate of pay for all certified teachers is $27.39 per hour. • The number of Certified Teachers who will work Extra hours to provide After School Tutoring will vary, between ten and twenty teachers working 150 days per year, working one to 2 hours per day.	$126,782.57

study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. • These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	• 1542 extra hours will be allotted each year beginning in year two of the grant (a total of 4,628 hours over 3 years of the grant) for Certified Teachers to provide After School Tutoring to students at Carson High School. • During Year 1 the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTTT project at Carson High School.	
Classified: Extra Hours Afterschool program • Classified Extra Hours Pay for After School Tutoring • Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process. • These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	**Classified: Extra Hours Afterschool program** • The hourly rate of pay for all Classified Employees working Extra hours for the Afterschool program varies. The hourly rate is determined by the employee's rate of pay for the position they hold. The hourly rate ranges from $14.00 to $19.00 per hour. • The number of Classified Employees who will work Extra hours to provide After School Tutoring includes five to six staff members on an as needed basis. • An estimated 324 Extra hours will be allotted for each year beginning in year two of the grant (a total of 974 hours over 3 years of the grant) for Classified Employees to provide After School Tutoring to students at Carson High School. • During Year one the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTTT project at Carson High School.	$16,071.43

Certified: Certified Extra Hours Professional Development • Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above. • Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course • The certified extra hours are necessary to provide teachers the time to develop the curriculum and assessments in each course.	**Certified: Certified Extra Hours Professional Development** • The hourly rate of pay for all certified teachers is $27.39 per hour. • The number of Certified Teachers who will attend the professional development trainings or implementation meetings will include all certified staff and the amount of time will vary by class and department. • A total of 19,313 Extra hours will be allotted for the full 3.5 years of the grant. In year one 6,230 Certified extra hours will be available, in year two 5,295 Certified extra hours will be available, in year 3 4,672 Certified extra hours will be available, in year four 3,116 Certified extra hours will be available. • Each year after year one the Certified Extra Hours that are budgeted are reduced by 15% per year.	$529,002.08
Certified: Department Chair Prep Period buy out • Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads. Period will be used to provide department chairs training on improving curriculum, assessment, instruction and PLC practices in their department. • Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices. • This purchased time is critical because when the grant	**Certified: Department Chair Prep Period buy out** • Each period buy out will cost an estimated $9,739.01 per employee. The cost of each period buy out will be 1/6th of the department heads contract for the year and will vary depending on the employee and the year. • 6 Department Heads at CHS. • 1/6 of the Department Heads day will be spent planning and implementing the project. Each Department head works 7.5 hours per day, 185 days per year for 3.5 years. • During Year 1 Department Heads will only work on this project for one half of the year. The year one	$233,736.27

ends the number of implementation specialists will go down and the department chairs will take on many of those duties.	costs of the period buy out are calculated at 50% of the supplemental positions cost. Each year after that the cost of the period buy outs are calculated at 100% of the positions cost. From Year 2 to year 4 an increase of 2% is added to the overall position cost in order to cover any increases in salary.	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	• Cost
Certified-Implementation Specialists (6) • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Carson High School.	**Certified-Implementation Specialists (6)** • For 6 Certified Implementation Specialists at CHS over 3.5 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of 1715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the 6 Implementation Specialists will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	$654,795.36

Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1) • Full time Certified Student Career Advisor (Teacher on Special Assignment) at Carson High School	**Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1)** • For 80% of the benefits for a full time employee. Benefits are for 1 School to Career Advisor at CHS over 3.5 years. Total benefit rate of 26.24% with a fixed Insurance rate of $9,300.00 per year per employee. Group Insurance/PRIS - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the Student career advisor will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 80% of the full time positions cost for the Carson High Project. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	$87,306.05
Certified: High School Counselor • Full time counselor in order to staff Carson High School to address all six career pathways	**Certified: High School Counselor** • For 1 Certified Student Councilor at CHS over 3.5 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of 1715.52 per year per employee. • Group Insurance - $9,300.00 per year • PERS/ Retirement – 23.75% of salay • Medicare – 1.45% of salary	$96,873.81

	• Unemployment - 0.30% of salary • Unemployment - 0.30% of salary • Workers Comp – 0.74% of salary • PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the 6 Implementation Specialists will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	
Classified: Full time School to Career Paraprofessionals • Full time Classified School to Career Paraprofessionals at Carson High	**Classified: Full time School to Career Paraprofessionals** • For 2.5% of benefits for 3 full time employees. Benefits are for 2.5 Classified School to Career Paraprofessionals at CHS over 3.5 years. Total benefit rate of 26.24% with a fixed Insurance rate of $9,300.00 per year per employee. Group Insurance/ PRIS - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the 3 Student Career Advisors will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time positions cost. From Year 2 to year 4 an	$151,938.28

	increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	
Certified: Substitute Teacher Salaries • Certified Substitutes for teachers attending professional development trainings or implementation meetings.	**Certified: Substitute Teacher Salaries** • For Certified Substitutes hourly rate – Total benefit rate of 8.69% FICA – 6.20% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the substitute is paid.	$20,561.16
Certified: Certified Extra Hours Afterschool program • Certified Extra Hours Pay for After School Tutoring	**Certified: Certified Extra Hours Afterschool program** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$3,159.42
Classified: Extra Hours Afterschool program • Classified Extra Hours Pay for After School Tutoring	**Classified: Extra Hours Afterschool program** • For Classified Extra Hours hourly rate of pay – Total benefit rate of 26.24% PERS/ Retirement – 23.75% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$4,217.46

Certified: Certified Extra Hours Professional Development • Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings.	**Certified: Certified Extra Hours Professional Development** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$13,182.74
Certified: Department Chair Prep Period buy out • Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads.	**Certified: Department Chair Prep Period buy out** • 1/6th of the benefits cost for 6 Department Heads at CHS over 4 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. 1/6th of the cost of benefits for the Department Heads will be funded. During Year 1 the 6 Department heads will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost. From	$101,213.25

	Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip Any additional basis for cost estimates or computations	Cost
After School Transportation • Transportation using busses to take students who attend CHS and participate in the Afterschool program home after the program is finished for the day. • Qualified students will be transported home if they participate in the afterschool program.	**After School Transportation** • The route used to transport the students is approximately 39 miles per day, the cost per mile is $5.00.= $195.00 per day x 100 days = $19,500.00 x 4 years = 78,000.00 Cost per year comes to $19,500.00	$19,176.28
3. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased • Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	$0.00
4. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*,	• Cost

	instructional materials, office supplies) • The basis for cost estimates or computations	
Informational Technology: • Information Technology Equipment - Laptop Computers to be purchased for the 6 Certified Implementation Specialists at CHS to use for this project. • This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by these staff members.	**Informational Technology** • 6 Lap tops will be purchased for Carson High in year one only. Each laptop will cost an estimated $2,000.00 each. • The estimated costs for laptops are based on the quote we received from our technology vendor.	$12,000.00
General supplies instructional materials: • General Supplies and Instructional Materials including reading level materials and scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. • This will include leveled reading materials, manipulatives, and other classroom supplies that will be used to support students in the new common core curriculum. (Project based learning materials)	**General supplies instructional materials:** • Student/ Classroom Supplies and reading level materials will cost an estimated $5,000.00 per year totaling $20,000.00. Scantron materials will cost an estimated $4,000.00 per year totaling $16,000.00. Instructional materials to be used for classroom instruction including manipulatives, and other items used for project based learning opportunities, will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$40,000.00
Professional Development Supplies: • General Supplies and materials needed to support the Professional Development Trainings. Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. • Building a common curriculum requires basic materials for both training and preparation. These funds will be used by staff to set up the curriculum and assessment system as well as build professional binders to store critical	**Professional Development supplies** • PD related printing, copy services, and supplies will cost an estimated $1,500.00 per year totaling $6,000.00. PD related supplies to create binders and consumable training guides will cost an estimated $1,243.75 per year totaling $4,975.01. • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking	$10,975.00

information.	into account the number of students at each site.	
<u>Books for classroom instruction – supplementary reading materials</u> • Books to be used as supplemental instructional materials • Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.	**<u>Books for classroom instruction – supplementary reading materials to support new curriculum</u>** • Books purchased to instruct students will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
<u>Books for professional development:</u> • Books for professional development and training • This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assessment for learning that helps teachers shift practices from Delivery-Centered to Learner Centered instruction.	**<u>Books for professional development:</u>** • Books purchased to support professional development and training will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
<u>Laser Printer:</u> • Laser Jet printers for Implementation Specialists to use in support of this project • Document preparation	**<u>Laser Printer:</u>** • 2 printers will be purchased in year one only for Carson High at an estimated cost of $300.00 each totaling $600.00. • The estimated costs for the printers are based on a quote we received from our technology vendor.	$600.00
Add more rows as needed		

5. Contractual

Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

• The products to be acquired and/or the professional services to be provided • Purpose of acquisition	• The estimated cost per expected procurement • For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and approximate rates • Any additional basis for cost estimates or computations	• Cost
• N/A	• N/A	• $0.00
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. • Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) • The cost estimates and basis for these estimates	• Cost
• N/A	• N/A	• $0.00
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
• N/A	• N/A	• $0.00
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of

		lines 1-8
Add more rows as needed		$4,577,060.79
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• Sum of lines 9-10
•	•	$4,577,060.79
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	Source of funds and amount of funding from each source	Cost
• *Add more rows as needed*	•	• 0.00
13. Total Budget Sum lines 11-12.		
n/a	n/a	Sum of lines 11-12
		$4,577,060.79

Pioneer High School

Table 3-1: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: Pioneer High School
Primary Associated Criterion and Location in Application: See pages 123-129
Additional Associated Criteria (if any) and Location in Application: See pages 123-129

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$86,963.57	$165,726.08	$166,665.11	$165,036.58	$854,391.34
2. Fringe Benefits	$31,985.94	$64,796.51	$65,965.40	$67,020.09	$229,767.94
3. Travel	$2,739.47	$5,478.93	$5,478.93	$5,478.93	$19,176.28
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$17,043.75	$14,743.75	$14,743.75	$14,743.75	$61,275.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (lines 1-8)	**$138,732.74**	**$250,745.28**	**$252,853.19**	**$252,279.35**	**$894,610.55**
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Total Grant Funds Requested (lines 9-10)	$138,732.74	$250,745.28	$252,853.19	$252,279.35	$894,610.55
12. Funds from other sources used to support the project	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Budget (lines 11-12)	$138,732.74	$250,745.28	$252,853.19	$252,279.35	$894,610.55

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column I: Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Pioneer High School

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE –

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

Pioneer High School:

Certified – Implementation Specialists (1): Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes:

a. Facilitate the process of setting learning targets for each class
b. Facilitate common unit assessment development
c. Observe and coach teachers
d. Facilitate and coach teachers in PLC's
e. Support full project development and serve on organizational leadership teams at both site and district level

Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1) The school to career teacher on special assignment who will serve as the Career Counselor Teacher on Special assignment (CCTSA) will be creating community contacts and working to expand the school to work and internship components of the project. This person will be completing this task for both high school sites. This work also includes working closely with counselors to place students in school to work experiences. This person will supervise three professionals who have also been assigned the task of expanding school to career opportunities for students.

Certified: High School Counselor: The school currently has five counselors and with the increased duties the school will need an additional counselor to address student needs in the school to career area. This will include advising and placing students in the career cluster area. This group will also help guide the development of the student e-portfolio system and provide parent training regarding that system and school to career pathways.

Classified: Full time School to Career Paraprofessionals: Each Classified School to Career Paraprofessional will be supervised by the CCTSA and will be responsible to align students to the school to work or internship opportunities identified in this project. Because this project does not currently exist and there will be over a thousand students to place each year the district will need these positions to provide the necessary support to students to continue their work along the career pathway.

Certified: Substitute Teacher Salaries: Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be

used to address this work and that will be addressed later in this budget component.

Certified: Certified Extra Hours Afterschool program: Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students.

Classified: Classified: Extra Hours Afterschool program: Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process.

Certified: Certified Extra Hours Professional Development: Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above.

Certified: Department Chair Prep Period buy out: Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices.

Travel-After School Transportation: Transportation using busses to take students who attend CHS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the afterschool program.

Supplies:

- **Information Technology Equipment** - Laptop Computers to be purchased for the 6 Certified Implementation Specialists at CHS to use for this project. This is to provide the staff member the technology to work at their desk as well as use the lap top for teacher observations and meetings etc. This tool is very important for the work conducted by these staff members.

- **General Supplies and Instructional Materials** including reading level materials and scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. his will include leveled reading materials, manipulatives, and other classroom supplies that will be used to support students in the new common core curriculum.

(Project based learning materials)

- **General Supplies and materials needed to support the Professional Development Trainings:** Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. Building a common curriculum requires basic materials for both training and preparation. These funds will be used by staff to set up the curriculum and assessment system as well as build professional binders to store critical information.

- **Books for classroom instruction:** Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.

- **Books for professional development and training:** This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assessment for learning that helps teachers shift practices from Delivery-Centered to Learner Centered instruction.

- **Laser Jet printers (2)**: for Implementation Specialists to use in support of this project

Pioneer High School		
Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
7. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost
Certified-Implementation Specialists (1) • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Carson High School. • Each Certified Implementation Specialist will responsible to deliver high quality professional development to all instructional staff members. This includes: f. Facilitate the process of setting learning targets for each class g. Facilitate common unit assessment development h. Observe and coach teachers i. Facilitate and coach teachers in PLC's j. Support full project development and serve on organizational leadership teams at both site and district level These positions are necessary to the implementation project because they are staff members who are monitoring and	**Certified-Implementation Specialists (1)** • $74,362.58 per full time employee per year. • 1 full time employees will be funded 100% for each full year of the grant. 3.5 years total. • Each Full Time Implementation Specialist will work 7.5 hours per day, 220 days per year. • During Year 1 the 1 Implementation Specialist will only work for one half of the year. The year one salaries are calculated at 50% of the full time positions cost. Each year after that the salary is calculated at 100% of the full time positions cost. From Year 2 to year 4 an increase of 2% is added to the overall salary cover any increases in salary.	$263,914.25

coaching teaching staff into full implementation of the project.		
Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1) • Full time Certified Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) at Carson High School • Each Certified Student Career Advisor will be creating community contacts and working to expand the school to work and internship components of the project. This person will be completing this task for both high school sites. This work also includes working closely with counselors to place students in school to work experiences. This person will supervise three professionals who have also been assigned the task of expanding school to career opportunities for students. • This position is critical to build the community support and align community resources so that students have an opportunity to expand the career components related to this project. •	**Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) (1)** • $15,080.81 per year for 20% of a full time employee. • 1 full time employee will be funded. 20% of the positions costs will be allocated to Pioneer High and 80% of the positions cost will be allocated to Carson High. • The Student Career Advisor will work 7.5 hours per day, 220 days per year for 3.5 years. This employee will perform work for two of the projects in this application 80% of the employee's time will be spent preforming services for and at Carson High School. The remaining 20% of the employee's time will be spent preforming services for and at Pioneer High School • During Year 1 the student career advisor will only work for one half of the year. The year one salary is calculated at 50% of the full time positions cost. Each year after that the salary is calculated the full contract cost and then split funded between CHS (80%) and Pioneer (20%). From Year 2 to year 4 an increase of 2% is added to the overall salary cover any increases in salary.	$52,782.85
Classified: Full time School to Career Paraprofessional • Full time Classified School to Career Paraprofessional at Pioneer High School. • Each Classified School to Career Paraprofessional will be supervised by the CCTSA and will be responsible to	**Classified: Full time School to Career Paraprofessional** • $22,754.28 per full time employee per year. • .50% of a full time employee will be funded each full year of the grant.	$39,820.00

align students to the school to work or internship opportunities identified in this project. Because this project does not currently exist and there will be over a thousand students to place each year the district will need these positions to provide the necessary support to students. • These positions are necessary to the implementation project because of the number of students who need to be placed in community job shadow programs	• Each Classified School to Career Paraprofessional will work 6 hours per day, 192 days per year. This employee will perform work for two of the projects in this application. 50% of the employee's time will be spent preforming services for and at Carson High School. The remaining 50% of the employee's time will be spent preforming services for and at Pioneer High School. • During Year 1 the 3 Student Career Advisors will only work for one half of the year. The year one salaries are calculated at 50% of the full time positions cost. Each year after that the salary is calculated at 100% of the full time positions cost. From Year 2 to year 4 an increase of 2% is added to the overall salary cover any increases in salary.	
Certified: Substitute Teacher Salaries • Certified Substitutes to address cost for teachers to attend professional development training or program implementation meetings. • Each Certified Substitute will be used to provide instruction in the classroom when classroom instructors are out of school to upgrade the curriculum or assessment system with their common course peers. Due to the time necessary to complete this task teachers will have to be subbed out of their regular contractual day. This follows the process the district utilized at Eagle Valley Middle School project and provided a scenario for the teachers to complete the requirements within a reasonable time. Some extra hours will also be used to address this work and that will be addressed later in this budget component.	**Certified: Substitute Teacher Salaries** • Hourly rate of pay for all Certified Substitutes is $12.00 per hour. • The total number of substitutes and substitute days will vary depending on the department and the amount of time requested. The district scaled these values up from the Eagle Valley project and believes that the funds set aside will sufficiently address this need. Please note that subs may work a whole day or part of a day depending on the work of staff. Each staff member will be subbed out at various times depending on the course and the department. • Each substitute will work hourly. A full day is 7.5 hours. 187 substitute days will be allotted	$16,896.62

These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course.	over the 3.5 years of the grant. In year one 61 substitute days will be available, in year two 51 substitute days will be available, in year three 45 substitute days will be available, in year four 30 substitute days will be available. • Each year after year one the substitute days that are budgeted are reduced by 15% per year.	
Certified: Certified Extra Hours Afterschool program • Certified Extra Hours Pay for After School Tutoring • Each Certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	• The hourly rate of pay for all certified teachers is $27.39 per hour. • The total number of substitutes and substitute days will vary depending on the department and the amount of time requested. The district scaled these values up from the Eagle Valley project and believes that the funds set aside will sufficiently address this need. Please note that subs may work a whole day or part of a day depending on the work of staff. Each staff member will be subbed out at various times depending on the course and the department • 308 Extra hours will be allotted each year beginning in year two of the grant (a total of 925 hours over 3 years of the grant) for Certified Teachers to provide After School Tutoring to students at Pioneer High School. • During Year 1 the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTTT project at Pioneer High School.	$25,356.51
Classified: Extra Hours Afterschool program • Classified Extra Hours Pay for After School Tutoring	**Classified: Extra Hours Afterschool program** • The hourly rate of pay for all Classified	$3,214.29

• Each paraprofessional who participates in the after school tutoring program will be responsible for providing direct services to students. In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of study. In other cases this work will focus on providing homework assistance. The final component is in after school enrichment and teachers will support by providing supervision or lining up activities for participating students. This group may include ESL paraprofessionals so that they can support English Language Learners as part of this process. • These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning. This component will provide critical support to students	Employees working Extra hours for the Afterschool program varies. The hourly rate is determined by the employee's rate of pay for the position they hold. The hourly rate ranges from $14.00 to $19.00 per hour. • The number of Classified Employees who will work Extra hours to provide After School Tutoring includes five to six staff members on an as needed basis. • An estimated 64 Extra hours will be allotted for each year beginning in year two of the grant (a total of 194 hours over 3 years of the grant) for Classified Employees to provide After School Tutoring to students at Pioneer High School. • During Year one the Afterschool program will not be offered. The Afterschool program will begin in year two after the initial implementation of the RTTT project at Pioneer High School..	
Certified: Certified Extra Hours Professional Development • Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings. Due to the time necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they will work outside of the contract day to complete this task. This time will be combined with sub time that was listed above. • Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course	**Certified: Certified Extra Hours Professional Development** • The hourly rate of pay for all certified teachers is $27.39 per hour. • The number of Certified Teachers who will attend the professional development trainings or implementation meetings will include all certified staff and the amount of time will vary by class and department. • A total of 1379 Extra hours will be allotted for the full four years of the grant. In year one 445 Certified extra hours will be available, in year two 378 Certified extra hours will be	$37,785.86

The certified extra hours are necessary to provide teachers the time to develop the curriculum and assessments in each course.	available, in year 3 333 Certified extra hours will be available, in year four 223 Certified extra hours will be available. • Each year after year one the Certified Extra Hours that are budgeted are reduced by 15% per year.	
Certified: Prep Period buy out • Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads. Period will be used to provide department chairs training on improving curriculum, assessment, instruction and PLC practices in their department. • Each department head will spend 1/6th of their contract time receiving and providing training to their staff members. This extra time will allow them to improve their classroom practices, but also spend time with their staff so they can support teachers in their departments to improve professional practices. • This purchased time is critical because when the grant ends the number of implementation specialists will go down and the department chairs will take on many of those duties. •	**Certified: Prep Period buy out** • Each period buy out will cost an estimated $9,038.80 per employee. The cost of each period buy out will be 1/6th of the department heads contract for the year and will vary depending on the employee and the year. • 4 Department Heads at Pioneer High School. • 1/6 of the Department Heads day will be spent planning and implementing the project. Each Department head works 7.5 hours per day, 185 days per year. • During Year 1 Department Heads will only work on this project for one half of the year. The year one costs of the period buy out are calculated at 50% of the supplemental positions cost. Each year after that the cost of the period buy outs are calculated at 100% of the positions cost. From Year 2 to year 4 an increase of 2% is added to the overall position cost in order to cover any increases in salary.	$144,620.95
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	Cost

Certified: Implementation Specialist • Full time Certified Implementation Specialist (Teachers on Special Assignment) at Pioneer High School.	**Certified: Implementation Specialist** • For Certified Implementation Specialists at Pioneer High School over 4 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the 6 Implementation Specialists will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	$109,132.56
Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA) • Full time Certified Student Career Advisor (Teacher on Special Assignment) at Pioneer High School	**Certified: Student Career Advisor TOSA (Career Counselor Teacher on Special Assignment CCTSA)** • For 20% of the benefits for 1 Certified Student Career Advisor at Pioneer over 3.5 years. Total benefit rate of 26.24% with a fixed Insurance rate of $9,300.00 per year per employee. Group Insurance/PRIS - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary	$21,826.51

	Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the Student career advisor will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 20% of the full time positions cost for the Pioneer High Project. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	
Classified: Full time School to Career Paraprofessional • Full time Classified School to Career Paraprofessionals at Pioneer High School	**Classified full time School t Career Paraprofessional** • For 50% of the Classified School to Career Paraprofessional FTE at Pioneer over 3.5 years. Total benefit rate of 26.24% with a fixed Insurance rate of $9,300.00 per year per employee. Group Insurance/ PRIS - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. During Year 1 the 3 Student Career Advisors will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 5% of the 1 full time positions	$30,387.66

	cost. From Year 2 to year 4 an increase of 2% is added to the overall cost of the benefits in order to cover any increases that may occur in benefit rates.	
Certified Substitutes Professional Development • Certified Substitutes for teachers attending professional development trainings or implementation meetings.	**Certified Substitutes Professional Development** • For Certified Substitutes hourly rate – Total benefit rate of 8.69% FICA – 6.20% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the substitute is paid.	$1,468.65
Certified Extra Hours After School Tutoring • Certified Extra Hours Pay for After School Tutoring	**Certified Extra Hours After School Tutoring** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$631.88
Classified Extra Hours After School Tutoring • Classified Extra Hours Pay for After School Tutoring	**Classified Extra Hours After School Tutoring** • For Classified Extra Hours hourly rate of pay – Total benefit rate of 26.24% PERS/ Retirement – 23.75% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the	$843.49

	extra hours.	
Certified Extra Hours Professional Development • Certified Extra Hours Pay for Certified Teachers to attend professional development trainings or implementation meetings.	**Certified Extra Hours Professional Development** • For Certified Extra Hours hourly rate of pay – Total benefit rate of 2.49% Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary • Benefits are calculated based on the total salary the Certified Teacher is paid for the extra hours.	$941.64
Certified Teacher Prep Buyout: • Certified Teacher salary for period buyout, 1/6th of contract salary for Department Heads.	**Certified Teacher Prep Buyout:** • 1/6th of the benefits cost for 4 Department Heads at Pioneer High School over 4 years. Total benefit rate of 26.24% with a fixed Insurance cost of $9,300.00 and a fixed PRIS cost of $1,715.52 per year per employee. Group Insurance - $9,300.00 per year PERS/ Retirement – 23.75% of salary Medicare – 1.45% of salary Unemployment - 0.30% of salary Workers Comp – 0.74% of salary PRIS - $1,715.52 • Benefits are calculated based on the salary of the position. 1/6th of the cost of benefits for the Department Heads will be funded. During Year 1 the 4 Department heads will only work for one half of the year. The year one benefits are calculated at 50% of the estimated benefits cost for a full year. Each year after that the benefits are calculated at 100% of the full time estimated benefits cost. From Year 2 to year 4 an increase of 2% is added to the	$64,535.55

	overall cost of the benefits in order to cover any increases that may occur in benefit rates.	
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	Cost
Transportation: Afterschool program Transportation using busses to take students who attend Pioneer and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the Afterschool program.	**Transportation: Afterschool program** • The route used to transport the students is approximately 39 miles per day, the cost per mile is $5.00.= $195.00 per day x 100 days = $19,500.00 x 4 years = 78,000.00 Cost per year comes to $19,500.00	$19,176.28
Add more rows as needed	•	
7. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant Any additional basis for cost estimates or computations	Cost
• N/A	N/A •	• $0.00
Add more rows as needed		

8. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*, instructional materials, office supplies) The basis for cost estimates or computations	Cost
Information Technology • Information Technology - Laptop Computers to be purchased for the 1 Certified Implementation Specialists at Pioneer to use for this project. • Purpose	**Information Technology** • 1 Lap top will be purchased for Pioneer in year one only. Each laptop will cost an estimated $2,000.00 each. • The estimated costs for laptops are based on the quote we received from our technology vendor.	$2,000.00
Instructional Supplies • General Supplies and Instructional Materials including reading level materials and scantron materials, and other instructional supplies such as pencils, paper, markers, copies, binders and other necessary items used in the classroom to educate students. • This will include leveled reading materials, manipulatives and other classroom supplies that will be used to support students in the new common core curriculum. (Project based learning materials)	• Student/ Classroom Supplies and reading level materials will cost an estimated $5,000.00 per year totaling $20,000.00 Scantron materials will cost an estimated $4,000.00 per year totaling $16,000.00 Instructional materials will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$40,000.00
General Supplies Professional Development • General Supplies and materials needed to support the	• PD related printing, copy services, and supplies will cost an estimated $1,500.00 per year totaling $6,000.00	$10,975.00

Professional Development Trainings. Supplies such as pens, pencils, binders, printing, consumables, Information technology items, and other items needed to provide training to staff. • Building a common curriculum requires basic materials for both training and preparation. These funds will be used by staff to set up the curriculum and assessment system as well as build professional binders to store critical information.	PD related supplies to create binders and consumable training guides will cost an estimated $1,243.75 per year totaling $4,975.01. • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	
Books for classroom instruction – Supplemental materials • Books for classroom instruction • Current district text books will serve as an initial reference, students will require additional reading materials if they are going to be college and career ready. These funds will be the source of those support materials.	**Books for classroom instruction – Supplemental materials** • Books purchased to instruct students will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
Books for professional development • Books for professional development and training • This includes books that help define the mapping and assessment development process. Also support materials addressing topics like assessment for learning that helps teacher shift practices from Delivery-Centered to Learner-Centered instruction.	**Books for professional development** • Books purchased to support professional development and training will cost an estimated $1,000.00 per year totaling $4,000.00 • The estimated costs for the instructional supply items was calculated by reviewing items purchased from prior years for the EVMS Implementation project and taking into account the number of students at each site.	$4,000.00
Laser Printer • Laser Jet printers for Implementation Specialists to use in support of this project • Document preparation.	**Laser Printer** • 1 printer will be purchased in year one only for Pioneer at an estimated cost of $300.00 each totaling $300.00.	$300.00

	• The estimated costs for the printers are based on a quote we received from our technology vendor.	
• *Add more rows as needed*	•	
9. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. • **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• The products to be acquired and/or the professional services to be provided • Purpose of acquisition	• The estimated cost per expected procurement • For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and approximate rates • Any additional basis for cost estimates or computations	• Cost
• N/A	• N/A	$0.00
7. Training Stipends • Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) The cost estimates and basis for these estimates	Cost
• N/A	• N/A	• $0.00
8. Other • Explain other expenditures that may exist and are not covered by other categories.		

• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
• N/A	• N/A	$0.00
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of lines 1-8
•	•	$894,610.55
Add more rows as needed		
10. Total Indirect Costs • Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
11. Total Grant Funds Requested • Sum lines 9-10.		
n/a	n/a	• Sum of lines 9-10
		$894,610.55
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds •	• Source of funds and amount of funding from each source	• Cost
• *Add more rows as needed*	•	$0.00
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• Sum of lines 11-12
		$894,610.55

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ☐ NO [X]

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

From: ____/____/_____ To: ____/____/_____

Current approved Indirect Cost Rate: _____

Approving State agency: _____

(Please specify agency)

District is currently moving forward with this application.

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.

XI. OPTIONAL BUDGET SUPPLEMENT
(Note to applicant: Reproduce Part as needed)

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of $2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

(1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);

(2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and

(3) The proposed budget (up to $2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

Note, an optional budget supplement may include a proposal to utilize, across two or more districts, robust measures of student status and growth that assess hard to measure skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving across multiple academic domains and enable evaluation of group and individual learning experiences. The Department believes that utilizing these measures will contribute to the continuous improvement of personalized learning experiences and the tools and resources that support their implementation.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.