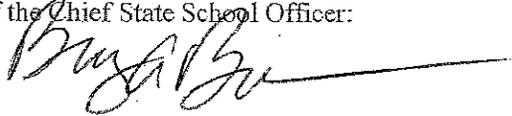


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Iowa Department of Education</p>	<p>Applicant's Mailing Address: Grimes State Office Building 400 E 14<sup>th</sup> Street Des Moines, IA 50319-0146</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Amy Williamson</p> <p>Position and Office: Bureau Chief, Bureau of School Improvement</p> <p>Contact's Mailing Address: 400 E 14<sup>th</sup> Street Des Moines, IA 50319</p> <p>Telephone: (515) 339-4122</p> <p>Fax: (515) 242-5988</p> <p>Email address: amy.williamson@iowa.gov</p>	
<p>Chief State School Officer (Printed Name): Brad Buck, Ph.D.</p>	<p>Telephone: (515) 281-3436</p>
<p>Signature of the Chief State School Officer:  X </p>	<p>Date:  11/18/13</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

School Improvement Grants

# Application for FY 2013 New Awards Competition

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name: Iowa**



U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before November 15, 2013. (Extended by USED to November 22, 2013)

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: <b>Iowa Department of Education</b>	Applicant's Mailing Address: Grimes State Office Building 400 E 14 <sup>th</sup> Street Des Moines, IA 50319-0146
State Contact for the School Improvement Grant  Name: Amy Williamson  Position and Office: Bureau Chief, Bureau of School Improvement  Contact's Mailing Address: 400 E 14 <sup>th</sup> Street Des Moines, IA 50319  Telephone: (515) 339-4122  Fax: (515) 242-5988  Email address: <a href="mailto:amy.williamson@iowa.gov">amy.williamson@iowa.gov</a>	
Chief State School Officer (Printed Name): Brad Buck, Ph.D.	Telephone: (515) 281-3436
Signature of the Chief State School Officer:  X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

Link to the Iowa Department of Education's definition of persistently lowest-achieving schools: <https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-persistently-lowest-achieving-schools>

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

Iowa confirms that no schools have been identified through graduation rate.

**Iowa Schools Currently receiving SIG funds:**

Cohort	District	School	Model
Cohort I – waiver extension	Waterloo CSD	George Washington Carver Academy	Transformation
Cohort I – waiver extension	Waterloo CSD	Lincoln Elementary	Transformation
Cohort II	Waterloo CSD	Irving Elementary	Transformation
Cohort II	Des Moines Public Schools	Findley Elementary	Transformation
Cohort II	Des Moines Public Schools	Harding Middle School	Turn Around

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRI ORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Cedar Rapids	1906540	Roosevelt Middle School	00258			X			
Cedar Rapids	1906540	Johnson Elementary School	00251				X		
Cedar Rapids	1906540	Taylor Elementary School	00262				X		
Charter Oak-Ute	1907110	Charter Oak-Ute Junior High School	00328			X			
Clinton	1907710	Washington Middle School	00383			X			
Columbus	1907980	Columbus Community Junior High School	00398			X			
Davenport	1908580	Monroe Elementary School	00480		X				
Davenport	1908580	Frank L Smart Intermediate	00464				X		
Davenport	1908580	Jefferson Elementary School	00474				X		
Des Moines	1908970	Callanan Middle School	00519			X			
Des Moines	1908970	McCombs Middle School	00557			X			
Des Moines	1908970	Meredith Middle School	00560			X			
Des Moines	1908970	Hiatt Middle	00516		X				

		School							
Des Moines	1908970	Hoyt Middle School	00545		X				
Des Moines	1908970	Capitol View Elementary School	00518		X				
Des Moines	1908970	Lovejoy Elementary School	00552		X				
Des Moines	1908970	Monroe Elementary School	00563		X				
Des Moines	1908970	Weeks Middle School	00584				X		
Des Moines	1908970	Carver Elementary	01596				X		
Des Moines	1908970	Cattell Elementary School	00521				X		
Des Moines	1908970	Stowe Elementary School	00577				X		
Des Moines	1908970	Edmunds Fine Arts Academy	00529		X				
Des Moines	1908970	King Elementary School	00556		X				
Fort Dodge	1911820	Phillips Middle School	01979			X			
Iowa City	1914700	Kirkwood Elementary School	00893		X				
Iowa City	1914700	Mark Twain Elementary	00896				X		
Laurens-	1916420	Laurens-Marathon	00979			X			

Marathon		Middle School							
Marshalltown	1918720	B R Miller Middle School	01084			X			
Marshalltown	1918720	Lenihan Intermediate School	01404			X			
Muscatine	1920130	West Middle School	01195			X			
Perry	1922530	Perry Middle School	01356			X			
Saydel	1925320	Woodside Middle School	01448			X			
Sioux City	1926400	North Middle School	01287			X			
Waterloo	1930480	Cunningham School	01719		X				
Waterloo	1930480	Bunger Middle School	00586			X			
Waterloo	1930480	Central Middle School	02024			X			
Waterloo	1930480	Lowell Elementary School	01731				X		
Waterloo	1930480	Highland Elementary School	01970				X		
<b>PLAS SCHOOLS INELIGIBLE FOR FY 2013 SIG FUNDS</b>									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRI ORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Des Moines	1908970	Harding Middle School	00540		X				
Waterloo	1930480	George Washington Carver Academy	01725		X				

Waterloo	1930480	Irving Elementary School	01724		X				
Waterloo	1930480	Lincoln Elementary School	01729				X		

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

Iowa has no LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A	N/A	N/A	N/A
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			N/A

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school.**

The LEA must consult with relevant stakeholders in completing the needs assessment process. The LEA will provide a listing of each participant’s

- Name
- Title
- Group individual is representing
- Dates of each meeting

The LEA will describe the needs assessment process that was used to collect, analyze, and report.

The LEA will provide a brief history of the identified buildings, including a description of demographics.

The LEA may provide additional information and analysis within the narrative section in order to identify the most pressing areas of need.

The LEA will provide in the chart below, a summary of the results of the comprehensive needs assessment including strengths, weaknesses, and areas of critical need as indicated by the data. In addition to SIG requirements, the Iowa Department of Education has included, in this needs assessment, areas to analyze that are being implemented by the State’s Collaborating for Kids (C4K) structure and through the State’s implementation of Multi-Tiered Systems of Support (MTSS). Information provided will assist grant readers in determining needs as well as assist the State in providing technical assistance, if the LEA/building is awarded a new SIG. Use of bullet points is strongly recommended in completing this section. This information will assist grant readers in connecting the needs of the school with the selection of the intervention model chosen – which will be described in the narrative section. While it isn’t required to address each bullet point below, LEAs are encouraged to provide information for each point requested, honest reflection of need is far more important than demonstrating a strength in past practices:

**School:**

**Tier:**

<b>What?</b>	<b>What does it look like? (Current Reality)</b>
<b>Areas to Analyze, if available, as part of the comprehensive needs assessment</b>	<b>LEA’s evidence-based/quantitative data, strengths, weaknesses, and areas of critical need</b>
<p><b>Leadership</b></p> <p>Do you have people to fulfill these roles, with protected time in their schedules, allowing them to do this work?</p> <ul style="list-style-type: none"> <li>• Administrators (allowing principal to be the chief instructional leader)</li> <li>• Supplemental support</li> <li>• Instructional leader (responsible for understanding content, standards, and identification of research-based instructional materials for Iowa Core and interventions)</li> <li>• Data leader (responsible for identifying assessments and their alignment to the Iowa Core, how to interpret and report results, and how to use the data to make instructional decisions)</li> <li>• Professional Learning Community (PLC) or Data Team leader (responsible for allocating meeting times, supporting group decisions, and using data to make decisions)</li> <li>• Response to Intervention (RtI) coach</li> </ul>	

<p>Are the following teams established and are all of the above positions represented on these teams?</p> <ul style="list-style-type: none"> <li>• District Leadership Team</li> <li>• Building Leadership Team</li> </ul>	
<p><b>Standards, Instructional Materials, and Instructional Practices</b></p> <ul style="list-style-type: none"> <li>• What is the status of implementation of the Iowa Core in the district and the building?</li> <li>• District and building implementation of Iowa Core <ul style="list-style-type: none"> <li>○ Are there fidelity of implementation checks?</li> </ul> </li> <li>• Alignment between assessments and curricula</li> <li>• Research-based materials used by all teachers to teach English-Language Arts (ELA) and Math to all students (universal instruction) <ul style="list-style-type: none"> <li>○ How were materials chosen?</li> <li>○ Do materials align with Iowa Core?</li> <li>○ How were teachers trained to use materials?</li> <li>○ Is there fidelity of implementation across classes and grades?</li> </ul> </li> <li>• Intervention providers (who and what is their training?)</li> <li>• Teachers collaborating at least one time a week</li> <li>• Job-embedded professional development that is aligned with Iowa Core and school's comprehensive instructional program and materials</li> <li>• How will the building/district leverage the expertise of high-performing teachers to facilitate improvement in instruction and support building/district priorities (e.g. educator effectiveness, college- and career-ready standards, assessment literacy)?</li> </ul>	

<ul style="list-style-type: none"> <li>• Services are organized according to Universal, Targeted, and Intensive tiers</li> </ul>	
<p><b>Assessment and Data Collection</b></p> <p>What are your proficiency results and trends over time?</p> <ul style="list-style-type: none"> <li>• Use of universal screening assessments with percent of students proficient, given three times per year to all students</li> <li>• Formative assessments, aligned to Iowa Core</li> <li>• Valid progress monitoring assessments (given weekly for interventions) with rate of growth checks</li> <li>• PLCs or data teams meeting two – three times a week with regular implementation checks</li> <li>• Student engagement data (recommended 80% - 90% of all students engaged at least 80% - 90% of the time)</li> </ul>	
<p><b>Instructional Time</b></p> <p>Has there been an official audit of instructional time?</p> <ul style="list-style-type: none"> <li>• Length of school day</li> <li>• Length of protected English-Language Arts (ELA) block, per day (recommended 90 – 120 minutes for grades K – 3, and 60 – 90 minutes for grades 4 – 6)</li> <li>• Length of protected math block, per day</li> <li>• Length and frequency of interventions</li> <li>• Summer school, before-, or after-school programs</li> </ul>	
<p><b>Climate and Culture</b></p> <ul style="list-style-type: none"> <li>• Iowa Youth Survey <ul style="list-style-type: none"> <li>○ Is there an analysis and trend from 3 previous years?</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Student mentoring <ul style="list-style-type: none"> <li>○ Are there one-to-one adult/student mentors?</li> </ul> </li> <li>• School behavior plan <ul style="list-style-type: none"> <li>○ Is there a set behavior plan/program for the building?</li> <li>○ Is the behavior plan/program implemented with fidelity?</li> </ul> </li> <li>• Mobility rate</li> <li>• Teacher turnover rate</li> <li>• New teacher mentoring/training</li> <li>• Teacher survey</li> <li>• Teacher skill/will levels</li> </ul>	
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<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Evidence of parent/community involvement</li> <li>• Parent advisory group <ul style="list-style-type: none"> <li>○ Evidence of diversity comparable to student diversity levels?</li> </ul> </li> <li>• Parent outreach programs</li> <li>• Parent survey provided and analyzed yearly</li> <li>• Content/focus of parent and community meetings</li> <li>• Business partners</li> </ul>	
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**SIG Leading Indicators (most current data):**

Number of minutes within the school year	
Student participation rate on State assessments in reading/language arts, by student subgroup	
Student participation rate on State assessments in math, by student subgroup	
Dropout rate	
Student Attendance Rate	

Number and percentage of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes	
Discipline incidences	
Truants	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher attendance rate	

**SIG achievement indicators (most current data):**

AYP status	
Which AYP targets the school met and missed	
School improvement status	
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
College enrollment rates	

**School Identification of the Intervention Model**

The LEA will provide the intervention model chosen, and describe how the selected intervention model was chosen with the correlation between the selected intervention model and the results of the comprehensive needs assessment. The LEA must address the needs of the LEA and the school in relation to the applicable intervention by considering factors that may include, but are not limited to, the following:

- The leadership skills, training and experiences needed to drive school improvement efforts
- The teacher skills, training, and experiences needed to drive school improvement efforts
- The optimal assignment of staff to meet students’ needs
- The operational flexibility to recruit and retain qualified staff
- LEA supports in place to sustain implementation of the selected intervention
- Other funding resources that must be brought into alignment with the selected intervention

### School Goals

The LEA will provide a three-year SIG goal for Reading/Language Arts, (all Students group), a three-year SIG goal for Math, (all Students group), and a three-year SIG goal for Graduation Rate, if applicable. The LEA will describe the rationale behind the choice of the required SIG goals.

**(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.**

The LEA will consider and describe school, district, and community capacity when selecting an intervention model, as each intervention model requires unique requirement.

The criteria the Iowa Department of Education (IDE) will use to evaluate the LEA’s capacity to fully and effectively implement the selected intervention in each school will be evaluated according to the following capacity factors:

Capacity Factors	Models
Staff has been identified with the credentials and capability to implement the selected intervention.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.	All
The LEA has described the procedure for monitoring the actions and activities identified in the plan including the frequency and fidelity of the professional development, the opportunities for teachers to collaborate, as well as the use of formative data to assure increase in student performance.	All
A commitment to support the selected intervention has been indicated by: <ul style="list-style-type: none"> <li>• The teachers’ union (required by Iowa SF 2033)</li> <li>• The local school board</li> <li>• Parents</li> </ul>	All
A detailed and realistic timeline demonstrating that the LEA has the ability to get the basic elements of its selected intervention in place and operating by the	All

beginning of the 2014-2015 school year.	
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention.	All
The LEA's ability to recruit new principals with the ability to implement the select intervention.	Turnaround, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I or Tier II school to be served by the application have been outlined.	Turnaround, Restart, Transformation
The ability of the LEA to successfully align resources to the actions identified in the plan for full and effective implementation of the intervention and to ensure sustainability	Transformation
A description of a governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the IDE.	Restart
Access to geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.	School Closure
The opportunities for teachers to collaborate, particularly in analyzing universal screening data, summative data, and formative data to assure an increase in student performance.	All
The support of families and community members to facilitate full and effective implementation of the turnaround model selected.	All

**(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).**

The LEA will describe their needs to implement the selected intervention model(s).

The LEA budget should take into account the following:

- The number of Tier I and Tier II schools the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school
- The number of Tier III schools the LEA commits to serve

- The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years
- A separate budget must be submitted for each school for each year of the three year grant period
- The budget must be planned so as to not exceed up to \$2,000,000 per school per year, and not to be less than \$50,000 per school for each year of the three year grant
- The SIG portion of school closure costs may be lower than the amount required for the other models and will be granted for only one year
- The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I, Tier II, and Tier III schools
- Budget must include necessary personnel and activities to implement the chosen model of intervention
- Budget includes LEA activities necessary to monitor building implementation and provide technical assistance
- Budget items are reasonable and necessary
- Budget covers allowable timeline
- Budget includes all required elements of the intervention model
- Plan includes demonstrations of capacity building and long-term sustainability

**Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:**

- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,**
- **Sustain the reforms after the funding period ends.**

**1) Design and implement interventions consistent with the final requirements:**

The Iowa Department of Education's (IDE) School Improvement Grant application for LEAs will require the LEA to not only identify which of the four intervention models each Tier I and Tier II school will engage, but to describe the specific actions the LEA will take to implement the required elements of the specified intervention model. The LEA will also be required to provide a timeline of action for each of the required elements and associated actions. In this regard, LEA applications will be judged in each of the following areas:

- a) The inclusion of actions for each element of the intervention model
- b) The extent of LEA and school support and resource committed to the intervention model,
- c) The extent to which the actions promote and support full and effective implementation of each required element,
- d) A timeline for actions that is reasonable in supporting effective implementation while promoting an aggressive engagement of action
- e) The extent to which parents and community, school staff (administrative, instructional, and staff), and other stakeholders were engaged in the planning and decision making process, and
- f) The adjustments to specified LEA and school policy, procedure and practice to accommodate,

support, and sustain the intervention model.

LEAs serving a Tier III school must identify actions that the LEA will take to implement a corrective action plan developed in concert with the Iowa State School Support team. This corrective action plan will include many of the above actions.

**Intervention Models Chart:** The chart below will assist the LEA in assuring that the required activities for each model are addressed as well as allowing the LEA to identify the permissible activities they wish to implement.

### THE FOUR INTERVENTION MODELS

REQUIRED LEA Activities	TURN-AROUND	TRANS-FORMATION	RESTART	CLOSURE
Replace Principal (except those hired previously as part of turn-around or transformation effort)	✓	✓		
Operational flexibility (calendar, time, budget, staffing)	✓	✓		
Replace >50% of Staff using "locally adopted competencies"	✓			
Close & reopen under Charter School Operator/CMO/EMO			✓	
Close the school and send students to nearby schools - including but not limited to charter schools or new schools				✓
Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	permissible	✓		
Identify/reward effective personnel & remove ineffective personnel	permissible	✓		
High-quality, ongoing, job-embedded, instructionally aligned professional development	✓	✓		
Financial incentives, career opportunities and flexible work conditions	✓	✓		
New governance structure	✓	permissible		
Use data to identify and implement an instructional program that is research-based and vertically aligned	✓	✓		
Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students	✓	✓		
Establish schedules and implement strategies that provide increased learning time	✓	✓		

Socio-emotional and community supports	✓			
Ongoing family and community engagement	permissible	✓		
Ongoing intensive technical assistance from LEA, SEA or external partner	permissible	✓		

✓ Required

**Permissible Activities in the Turnaround and Transformation  
INTERVENTION MODELS**

<b>PERMISSIBLE Activities</b>	<b>TURN-AROUND</b>	<b>TRANS-FORMATION</b>
New school model (e.g. themed, dual language)		
Additional compensation to attract and retain staff		
System to measure impact of professional development		
Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority		
Periodic reviews of curriculum		
Response to Intervention model		
Additional supports to address students with disabilities and English language learners		
Using and integrating educational technology		
Increasing opportunities for advanced coursework, AP, IB, STEM, early college, dual enrollment, thematic learning academies		
Summer transition or freshman academies (middle to high school)		
Graduation rate improvement reforms		
Early warning systems for at-risk youth		
Partner with organizations, clinics, agencies, etc to meet students' social, emotional, health needs		
Extend or restructure school day		
Implement approaches to improve school climate and discipline		
Full-day kindergarten or pre-K		
Per-pupil school-based budget formula weighted by student needs		

## **2) Recruit, screen, and select external providers, if applicable, to ensure their quality.**

The LEA must identify the rationale for engaging an external provider, and must assure alignment between the school's needs and the services to be provided by the external provider. The following are suggested actions to consider when identifying/recruiting, screening, and selecting external providers:

Identifying/Recruiting: the following are suggested actions to consider when identifying and/or recruiting external providers

- Designate a district-level position to research providers from around the country
- Gather information from other SIGs or schools with similar needs to determine which providers have a proven, local track record
- Gather request for proposals (RFP) or request for information (RFI) matching your district/buildings specific needs
- Gather request for quote (RFQ)

Screening External Providers:

- Request and review the provider's documents and frameworks including, but not limited to, handbooks, annual reports, etc.
- Request data and information regarding demographics of the schools/districts the provider has previously served
- Request and review the providers performance goals and benchmarks to assure alignment with the district/school needs
- Request data pertaining to how the provider has measured their previous success, including whether goals were met, attendance data, teacher/student/family perception data, and family involvement
- Request a listing of all schools/districts served
- Speak with districts/schools identified as having used the providers services
- Observe the provider in action
- Request information on quality controls the provider has in place regarding internal monitoring, particularly monitoring of staff
- Determine if the external provider has a thorough understanding of the Iowa Core Curriculum
- Determine the strengths and weaknesses of the provider
- Determine how the provider communicates with the district, school, students, community
- Evaluate the prices charged by the provider to determine if the services are reasonably priced and cost-effective
- Examine the provider's financial viability

Selecting External Providers:

- Assure alignment between the district/school goals and needs with the providers program/services
- Assure comfort and trust in the providers process for data collection and self-assessment
- Assure the provider has the proper understanding of the district/school needs and has the means to meet those needs
- Examine the provider's timeline assuring it fits with the district's/school's needs
- Assure the provider has a means for engaging families and community with their provided services
- Assure the provider has provided a suitable budget with relevant and appropriate costs

Monitoring and Evaluate External Providers

- Determine if staff's ability to respond to school's needs has improved and if it can be attributed to the provider's services
- Determine if the provider has helped the staff plan for sustainability
- Determine if the provider has helped the school achieve academic gains

**3) Align other resources with the interventions.**

LEA applications will need to describe how other federal, state, and local fiscal resources will be used to promote and support the implementation of each school’s plan described in the LEA application. Specifically, an LEA will need to identify the specific funding source, the amount of resource being committed to assure full and effective implementation of the interventions, and how each of the other funding sources supports the implementation and follow-through of specific actions. The SEA will conduct on-site semester reviews at each SIG funded school. As part of the monitoring visit the school will need to be able to demonstrate the alignment described in their approved application. Schools not able to demonstrate alignment will be given a deadline for developing the alignment with other interventions or risk losing their SIG grant.

The LEA will identify and describe relevant areas of alignment with other federal, state, and local funding sources using the chart provided and in a descriptive narrative.

Resource	Examples of Alignment
Title I, Part A	
Title II, Part A	
Title II, Part B	
Title III, Part A	
IDEA	
Other Federal Resources	
Other State Resources	
Local Resources	

**4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

The LEA will need to reflect in its analysis of current status of the school, its students, staff, and programs and services, the process it used to review current practices and policies and the extent to which a practice or policy conflicts with or compromises effective and full engagement and implementation of the required elements and actions of the selected intervention model. If practices and policies are identified that conflict with or compromise the implementation of any required elements of the selected intervention model, then the LEA and school will need to specify the actions to be taken and the timeline for the actions. Examples of policy changes LEAs may adopt include:

- Providing flexibility in hiring practices at the school site
- Scheduling protected collaborative planning time
- Changing the structuring of the high school to enhance student learning opportunities (such as small learning communities, dual-enrollment, and credit recovery programs)

LEAs must include information regarding possible modification of MOUs and other processes that may need to be negotiated (with teacher unions) to ensure policies and practices can be modified.

**5) Sustain the reforms after the funding period ends.**

Each LEA will be required to delineate a plan for sustaining the reform undertaken in each school. Sustainability measures will be discussed during LEA monitoring visits throughout the course of the grant. This plan will need to address the following:

- Commitment of other federal, state, and local resources to maintain the intervention model and its required elements
- Mentoring and training actions for staff new to the school
- Specific actions to assure that the hiring process for affected schools support the continuation of focus and action consistent with the intervention model and the associated actions
- Specific strategic training aimed at refreshing, renewing, and updating staff knowledge about, and foundations of, the intervention model and its required elements, and the specified actions and

expectations that promote and support the intervention model

- Strategic actions that will be taken to maintain high levels of community and parent understanding and engagement with the school, and
- Evaluation strategy that is aligned to desired outcomes and goals (both student and system), data rich with designated time and process for analyzing data, and includes a specific process for decision making and determining actions
- Strategic actions that will allow for drawdown or elimination of positions that were previously funded by the SIG
- Strategic actions to allow for continued extended learning opportunities (days, hours, interventions)

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

The Iowa Department of Education (IDE) School Improvement Grant application will require an LEA submitting an application to complete a budget form and narrative that will require them to justify any pre-implementation activities and associated costs. The budget may include expenditures for pre-implementation activities, but it is not required.

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

The Iowa Department of Education (IDE) will allow LEA applicants to request SIG funding for pre-implementation activities in the spring and/or summer prior to full implementation for the 2014-2015 school year for the following:

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students, parents, and community members to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

**Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and/or purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's

intervention model; provide structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies. **Preparation for accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. Participation in the RtI/MTSS phase I or II implementation will satisfy this requirement.

LEA applicants for the School Improvement Grant (SIG) must provide a breakdown of each pre-implementation activity and associated cost as part of the LEA application process. Pre-implementation activities will be reviewed by the SEA to insure that activities are necessary to allow the applicant to fully implement the selected intervention model in the Fall of 2014. Pre-implementation activities are not limited to the suggested activities listed above, but the LEA must be able to provide justification for any pre-implementation expenditure as part of the school budget narrative.

<sup>2</sup> “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

Projected Date	Activity	Responsible Party
December, 2013	Anticipated receipt of USED approval of the SEA Application	United States Education Department (USED)
December, 2013	Release of the Tier I, II, and III schools to the LEAs/Districts (45 day timeline on agreement of Memorandum of Understanding {SF 2033} starts)	Iowa Department of Education (IDE)
January, 2014	Inform LEAs/Districts of program requirements and timelines. LEAs planning on submitting a SIG application must file an “Intent to Apply” with the IDE	IDE/LEA
January, 2014	LEA application will be distributed to LEAs/Districts	IDE
January 15, 2014	LEAs/Districts will have 15 days from receipt of the final LEA application to 1) declare their commitment to serve schools, and 2) submit a projected list of schools it intends to serve, and the projected intervention model	LEA
January, 2014	Begin Memorandum of Understanding agreement between school district and local teachers’ union	LEA
February, 2014	Conduct a thorough needs analysis	LEAs

	of each of the Tier I, Tier II, and Tier III schools each district intends to commit to serve	
February, 2014	Collect necessary data, involve stakeholders, and begin developing LEA/District Applications based on the draft LEA/District Application	LEAs/Districts
February, 2014	Work Collaboratively with the LEAs/Districts to assist in determining capacity and commitment to serve Tier I, Tier II, and Tier III schools.	IDE
February, 2014	End of 45 day period to agree to a Memorandum of Understanding agreement between school district and local teachers' union	LEA
March, 2014	End of 5 day period to select a mediator	IDE
March, 2014	Pre-evaluation team meets to preliminarily review application content	IDE
April, 2014	End of mediation period	IDE
April 15, 2014	Final LEA/District Application Deadline	LEAs/Districts
April, 2014	Screen applications and organize for preparation of the evaluation team review	IDE
April, 2014	Convene evaluation team to review applications	SIG Evaluation Team (selected IDE, Area Education Agency [AEA], LEA members)
April/May, 2014	Consult with LEAs/Districts for additional information as needed or amend grant applications to ensure compliance with regulations	IDE
Early May, 2014	Final determinations and approvals of grants (3-year awards with all funding coming from FY 13 funds)	IDE
May, 2014	Grant funds dispersed to approved LEAs/Districts, upon final approval of applications	IDE

May, 2014	All LEAs/Districts with approved applications will begin pre-implementation activities	LEAs/Districts
August, 2014	Full implementation beginning with start of the 14-15 school-year	LEA/Districts/IDE

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I, Tier II, and Tier III schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The Iowa Department of Education will utilize the following elements of evaluation in order to determine if the LEAs/Districts will continue to be funded:

Each LEA submitting an application with Tier I, Tier II, and Tier III schools will need to identify the annual goals for reading (or English-Language Arts [ELA]) and math. Each goal will need to clearly identify the metric that will be used to determine progress and the measure or measures that will be used to determine progress.

Each LEA submitting an application with Tier I, Tier II, and Tier III schools will need to identify the following SIG leading indicators and SIG achievement indicators:

**SIG leading indicators:**

- Number of minutes within the school year
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
- Dropout rate
- Student attendance rate
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
- Discipline incidents
- Truants
- Distribution of teachers by performance level on LEA’s teacher evaluation system,
- Teacher attendance rate

**SIG achievement indicators:**

- AYP status
- Which AYP targets the school met and missed
- School improvement status
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup

- Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup
- Percentage of limited English proficient students who attain English language proficiency
- Graduation rate
- College enrollment rates

Renewal decisions for the grant program will be based on:

- The extent to which the annual goals are being accomplished
- The extent to which the LEA and school have followed through in implementing the model and actions described in the application
- The extent to which the SIG leading and achievement indicators have improved

**Annual Report yearly submission which will include information pertaining to:**

- Implementation of the SIG model
- Progress on annual goals
- Grant Amendments, if applicable
- Report of Expenditures
- Budget Amendments, if applicable

Recommendations for continued funding are contingent on the above stated elements of evaluation. If it is determined that the LEA/district has not met each annual goal and has not substantially demonstrated its commitment to and progress on the implementation plan in one or more of its schools, SIG funding will not be renewed for the Tier I, Tier II, or Tier III school(s). The IDE will conduct an in-depth evaluation of the processes and practices in the LEA/District and school(s) related to the improvement activities and interventions which will include analyzing the SIG leading indicators. The result of the evaluation will be used to determine if the SIG grant will be renewed.

Schools failing to annually implement the intervention model and associated actions according to timelines established in the LEA application and after the second year of implementation schools failing to meet each annual goal will be considered “at-risk” of losing its School Improvement Grant funds. The designation of the at-risk status will require the LEA/School to create an action plan which will be monitored by both the LEA and SEA. Additionally, the at-risk designation will prompt a Level II onsite visit by an Iowa Department of Education team to determine:

- Whether the LEA and school commitment and ability to deliver on the intervention model and associated actions is appropriate and effective
- Whether the LEA and school can engage its proposed remedial action to address deficiencies in implementation
- Whether the remedial actions need to be changed or other remedial actions taken

Following the onsite visit, the team will submit a written report to the Title I administrative consultant documenting the team’s findings and recommending whether the LEA and school are positioned to correct implementation deficiencies. The PK-12 Administrative Team will make the final decision regarding continued use of SIG funds by the LEA and school.

(2) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant

with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

The process described for LEAs with Tier I and Tier II schools above will be used for Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

The Iowa Department of Education will monitor each LEA that receives a School Improvement grant to ensure that it is implementing a school intervention model fully and effectively through:

**Fidelity of SIG implementation as observed during 30-day monitoring visits:**

IDE will meet on a monthly basis with LEA/district-level staff and school principals responsible for the intervention and improvement activities, in order to provide technical assistance and monitor progress. These monthly 30-day building meetings will focus on classroom level data regarding the following indicators, as appropriate for each school. All progress data must be evidence-based and quantitative:

**Attendance** (student and teacher) Examples could include:

- Student attendance data
- Teacher attendance systems
- Classroom attendance data

**Climate/Behavior** (climate data should include data relevant to teachers and students) Examples could include:

- Teacher skill/will
- Climate/Culture Survey Data
- Defined Instructional Minutes Matrix
- Data on the amount of actual learning time that takes place during instructional/extended learning time (for example, how many times does the PA system interrupt classroom work time, or early release time for extra-curricular activities)
- Attendance of teachers at district-sponsored professional development
- PBIS data
- Referral Data
- Walk-Through Data on teacher behavior

**Purpose/Focus/Standard** (Data to be collected through administrative/instructional coach observations, PLCs, Lesson plans, classroom observations during SIG monitoring visits)

- Learning – students
- Instruction – teachers

**Engagement** (Data to be collected through administrative/coach observations, peer-to-peer observations, classroom observations during SIG monitoring visits)

- Learning – students
- Instruction - teacher

**Academics** (Screening, formative and summative data at the classroom/teacher level) – these data should connect to achieving the SIG academic goals, reading and math, set by each school. Examples could include:

- Common formative assessments given at a grade/department level
- District-wide benchmarking assessments
- Common summative assessments given by grade/department level
- Response to Intervention (RtI) data including minutes from grade-/department-level data team meetings

During these SIG 30-day meetings, a focus will be kept on the SIG academic goals with data at the student and teacher level. “To promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.”

**Fidelity of SIG implementation as observed during three yearly monitoring visits:**

Members of the SIG Monitoring Team (members will include IDE consultants, LEA members, and may include AEA consultants) will be assigned to each LEA receiving School Improvement Grant funds to conduct onsite visits three times a year to each building. The purpose of the onsite visit will be to document LEA and school progress in implementing the intervention model and associated actions according to the established timeline and whether any deficiencies exist in LEA and school commitment and support. The outcome of an onsite visit will be the submission of a Technical Assistance Report to the Title I administrative consultant who will review the findings and determine whether any follow up actions need to be taken.

All Required SIG activities will be monitored, as required by intervention model chosen:

- Use rigorous, transparent and equitable evaluation systems for teachers and principals.
- Identify and reward school leaders, teachers, and other staff who, in implementing this model have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and strategies that provide increased learning time.
- Provide ongoing mechanisms for family and community engagement.
- Give the school sufficient operational flexibility to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

Funding decisions will be made by the PK-12 Administrative Team. Funding decisions for applications determined to deserve School Improvement Grant funds will be made using the following procedure:

- The funding level for each application with a request for Tier I funding, with scores of at least 75% of the 80 possible points, will be determined first and given priority over Tier II and Tier III
- Next, the funding level for each application with a request for Tier II funding, with scores of at least 75% of the 80 possible points, will be determined and given priority over Tier III
- Finally, depending on the availability of funds, the funding level for each application with a request for Tier III funding will be determined

- Priority will be given to schools that have not been the recipient of a previous SIG award

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

A review panel will be identified and trained to read and evaluate eligible applications that reflect the requirements and criteria. Members of the panel will review and score each eligible application and make recommendations to the IDE's PK-12 Administrative Team.

If a sufficient number of Tier I schools do not meet the minimum threshold of 75% of the 80 points possible (60 points) to be considered for funding, Tier II and then Tier III schools will be considered, again requiring the minimum threshold of 60 points.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

The Iowa Department of Education will not be taking over any Tier I or Tier II schools.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

The Iowa Department of Education will not be providing services directly to any Tier I or Tier II schools in the absence of a takeover.

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Iowa will use no more than 5% of the SIG awards for:

The Iowa Department of Education (IDE) will reserve an amount equal to five percent of its School Improvement Grant to conduct the following activities:

1. Review and approve LEA School Improvement Grant applications.
2. Monitor of LEA implementation of approved applications.
3. Ensure that LEAs implement one of the four intervention models in each Tier I and Tier II schools that it commits to serve.
4. Ensure that school improvement activities are implemented in each Tier III school that an approved LEA commits to serve with School Improvement Grant funds.
5. Review school level reports on student achievement and leading indicators.
6. Provide technical assistance on the implementation of required components in the model selected by each school that the LEA commits to serve.
7. Assist in providing student achievement information and analysis from to LEAs.
8. Provide research and professional development on effective interventions and instructional models to LEAs through the use of the State Support Team.
9. Evaluate data submitted and use of data to provide technical assistance.

**G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

Consultation with the Iowa Department of Education's Committee of Practitioners was held on November 12, 2013, from 3:30 P.M. – 5:00 P.M.

**H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

[Iowa] requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [30].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of

“persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 2: Iowa Schools Removed (n - size <30)**

LEA	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	N-SIZE
College	1907860	Prairie Edge	00104	X		2
Davenport	1908580	JB Young Elementary	00476	X		17
Des Moines	1908970	Scavo Alternative High School	00537	X		20
Burlington	1905790	Burlington Alternative School	01974		X	3
Davenport	1908580	Kimberly Center East	02009		X	20
Iowa City	1914700	Elizabeth Tate Alt. High School	01030		X	6
Newton	1920610	Basics and Beyond Alternative School	02052		X	9
West Des Moines	1930930	Walnut Creek Campus	00393		X	27

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

[Iowa] requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

## **I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**Notice to LEAs in the state, that are eligible to receive a School Improvement grant, notice and opportunity to comment on waiver requests:**

**The following notice was emailed by Geri McMahon on Monday, November 18, 2013.**

Dear Superintendent,

The Iowa Department of Education is in the process of writing the FY 2013 School Improvement Grant application, new awards competition (Section 1003[3] of the Elementary and Secondary Education Act, CFDA Number 84.377A).

Please read the following waivers Iowa is requesting and provide feedback to Geri McMahon, Title I Administrative Consultant, at [geri.mcmahon@iowa.gov](mailto:geri.mcmahon@iowa.gov) by this Thursday, November 21, before 12:00 P.M.

### **WAIVERS OF SEA REQUIREMENTS**

**Iowa** requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Priority or Tier I, Tier II, and Tier III schools.

- ✓ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than 30.
- ✓ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

### **WAIVERS OF LEA REQUIREMENTS**

**Iowa** requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

- ✓ Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the

2014-2015 school year to “start over” in the school improvement timeline.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

If you have any comments on these waiver requests, please email them to Geri McMahan, Title I Administrative Consultant, at [geri.mcmahan@iowa.gov](mailto:geri.mcmahan@iowa.gov) by this Thursday, November 21, before 12:00 P.M.

**Comments received from LEAs regarding waiver requests:**

No comments were received.

**Public notice and information regarding the waiver requests:**

<https://www.educateiowa.gov/notice-public-comment> (posted on Iowa DE website from November 18 – 21, 2013. No comments were received.

## **PART II: LEA APPLICATION**

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

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### **LEA APPLICATION REQUIREMENTS**

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

# LEA

## Grant Application

for

### *Federal School Improvement Funds*

Deadline for Submission:

Grant application must be delivered or received by

April 15, 2014

4:30 p.m.

*NOTE: A separate application must be submitted for each school in your district for which you are requesting funding*

Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

## Program Description

**Purpose:** The School Improvement Grant Program, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, provides funding through State Education Agencies (SEAs) to Local Education agencies (LEAs) with the lowest-achieving schools with the greatest need for the funds and demonstrating the strongest commitment to use the funds to raise significantly the achievement of their students.

**Eligibility:** School improvement funds are to be focused on each State's "Tier I", "Tier II", and "Tier III" schools. Tier I schools are a State's persistently-lowest achieving Title I schools in need of assistance (SINA). Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds or that have had a graduation rate below 60 percent over a number of years. In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of the four school intervention models; turnaround model, restart model, school closure, or transformation model.

**Use of Funds:** This is a three-year grant. Awards to recipients will be made on an annual basis; therefore, the applicant budget must reflect income and expenditures for each of the three award years.

**Duration:** The grant will be a three year grant with only first year funding guaranteed. Initial funding will be available for use during the 2014-2015 school year and must be expended by September 30, 2015.

**Non-Discrimination Statement:** It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146.

**Federal Guidance:** See attached Document

## Application Requirements

*NOTE: A separate application must be submitted for each school in your district for which you are requesting funding*

**Preparation of Application:** Listed in the *FY2013 Iowa LEA School Improvement Grant Checklist* are the required components – in the order that they should appear for an acceptable application. The narrative sections of the application must be double-spaced, the font must be no smaller than 12-point, and the use of Times New Roman font is strongly encouraged.

**Intent to Apply:** If you intend to apply for this funding opportunity, send an e-mail message to Geri McMahon at [geri.mcmahon@iowa.gov](mailto:geri.mcmahon@iowa.gov) NO LATER than January 15, 2014.

**Electronic Submission:** The Iowa Department of Education (IDE) strongly prefers to receive an LEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The LEA should submit its FY 2013 application to [geri.mcmahon@iowa.gov](mailto:geri.mcmahon@iowa.gov).

In addition, the LEA must submit a paper copy of the cover page signed by the LEA's authorized representatives to Geri McMahon, 400 E 14<sup>th</sup> Street, Des Moines, IA 50319-0146.

**Paper Submission:** If submitting by paper, applicants must submit one original and two copies of the full application to the Iowa Department of Education (IDE). The original must include original ink signatures. To be considered for funding, applications must be delivered or received at the IDE by 4:30 P.M. on April 15, 2014. Due to potential delays in mail delivery, SEAs are encouraged to hand-deliver paper submissions if there is concern that the application will not be received by the required April 15, 2014 deadline. Please note, the IDE must be in receipt of the application by this deadline. (A postmark on or before this date will not suffice.) Applications should be mailed or delivered to:

Geri McMahon  
400 E 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

**Incomplete or late applications will not be considered. Fax transmission of the complete application is not acceptable.**

**Review of Application:** As applications are received at the Iowa Department of Education, they will be reviewed for completeness and compliance with the requirements within this application to determine applicant eligibility.

A review panel will be identified and trained to read and evaluate eligible applications that reflect the requirements and criteria. Members of the panel will review and score each eligible application and make recommendations to the IDE's PK-12 Administrative Team. Applications will be ranked according to final scores assigned by the reviewers. Priority will be given to schools who have not been a previous recipient of a SIG award.

Following the review, the IDE staff will contact project directors/application contact persons to discuss any required modification of the project plan.

**Notification:** The applicant will be notified by April/May 2014, of the status of their application.

**Right to Negotiate:** The IDE reserves the right to negotiate the final award within parameters of the grant.

**Appeal Process:** Any applicant of the grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the IDE. Appeals must be in writing, in the form of an affidavit, and received within ten (10) working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involve conflict of interest by staff or committee members. Refer to 281 IAC r.7.5, the legal authority for this process.

APPLICATION COVER SHEET

LEA SCHOOL IMPROVEMENT GRANTS

District Name: District State Code: District NCES Identification Code:		District's Mailing Address:	
School(s) Served:	NCES Identification Code:	Intervention Model:	Allocation Requested:
LEA Contact for the School Improvement Grant Name: Position and Office: Contact's Mailing Address: Telephone: Fax: Email address:			
LEA Superintendent (Printed Name):		Telephone:	
Signature of the LEA Superintendent:  X		Date:	
LEA School Board President (Printed Name):		Telephone:	
Signature of the LEA School Board President  X		Date:	
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.			
For Iowa Department of Education use only Date Received:			

## FY2013 Iowa LEA School Improvement Grant Checklist

Instructions: Complete a checklist for each applicant school.

- Application Cover Sheet
  
- Section A: Schools to be served
  
- Section B: Descriptive Information
  - 1. Needs Assessment and Analysis
  - 2. Resource Alignment
    - Resource Alignment Assurance
  - 3. Actions
    - a. Capacity
    - b. Design and implement interventions required of model chosen
    - c. External providers
    - d. Modification of practices and policies
    - e. Sustainability of the reforms
  - 4. Timelines for pre-implementation and implementation
  - 5. Monitoring
    - a. Establishing annual goals for both reading and math
    - b. Measuring of progress, including use of leading indicators
    - c. Monitoring Assurance
  - 6. Stakeholder consultation
  
- Section C: Budget
  
- Assurances
  
- Waivers

**Incomplete or late applications will not be considered**

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (Tier I and II only)			
					Turn-Around	Restart	Closure	Transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

**(1) Needs Analysis**

For each Tier I, Tier II, and Tier III school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.

The LEA must consult with relevant stakeholders in completing the needs assessment process by completing the following (adding additional rows as needed):

Name	Title	Stakeholder Group	Date of Meeting

The LEA will provide a narrative describing the needs assessment process that was used to collect, analyze, and report data (please limit narrative to a maximum one page, double-spaced, no smaller than 12-point font):

The LEA will provide a narrative describing the demographics and brief history of the identified building (please limit narrative to a maximum two pages, double-spaced, no smaller than 12-point font):

The LEA will provide in the chart below, a summary of the results of the comprehensive needs assessment including strengths, weaknesses, and areas of critical need as indicated by the data. In addition to SIG requirements, the Iowa Department of Education has included, in this needs assessment, areas to analyze that are being implemented by the State’s Collaborating for Kids (C4K) structure and through the State’s implementation of Multi-Tiered Systems of Support (MTSS). Information provided will assist grant readers in determining needs as well as assist the State in providing technical assistance, if the LEA/building is awarded a new SIG. Use of bullet points is strongly recommended in completing this section. This information will assist grant readers in connecting the needs of the school with the selection of the intervention model chosen – which will be described in the narrative section. While it isn’t required to address each bullet point below, LEAs are encouraged to provide information for each point requested, honest reflection of need is far more important than demonstrating a strength in past practices:

<b>School:</b>	<b>Tier:</b>
<b>What?</b>	<b>What does it look like? (Current Reality)</b>
<b>Areas to Analyze, if available, as part of the comprehensive needs assessment</b>	<b>LEA’s evidence-based/quantitative data, strengths, weaknesses, and areas of critical need</b>
<p><b>Leadership</b></p> <p>Do you have people to fulfill these roles, with protected time in their schedules, allowing them to do this work?</p> <ul style="list-style-type: none"> <li>• Administrators (allowing principal to be the chief instructional leader)</li> <li>• Supplemental support</li> <li>• Instructional leader (responsible for understanding content, standards, and identification of research-based instructional materials for Iowa Core and interventions)</li> <li>• Data leader (responsible for identifying assessments and their alignment to the Iowa Core, how to interpret and report results, and how to use the data to make instructional decisions)</li> <li>• Professional Learning Community (PLC) or Data Team leader</li> </ul>	

<p>(responsible for allocating meeting times, supporting group decisions, and using data to make decisions)</p> <ul style="list-style-type: none"> <li>• Response to Intervention (RtI) coach</li> </ul> <p>Are the following teams established and are all of the above positions represented on these teams?</p> <ul style="list-style-type: none"> <li>• District Leadership Team</li> <li>• Building Leadership Team</li> </ul>	
<p><b>Standards, Instructional Materials, and Instructional Practices</b></p> <ul style="list-style-type: none"> <li>• What is the status of implementation of the Iowa Core in the district and the building?</li> <li>• District and building implementation of Iowa Core <ul style="list-style-type: none"> <li>○ Are there fidelity of implementation checks?</li> </ul> </li> <li>• Alignment between assessments and curricula</li> <li>• Research-based materials used by all teachers to teach English-Language Arts (ELA) and Math to all students (universal instruction) <ul style="list-style-type: none"> <li>○ How were materials chosen?</li> <li>○ Do materials align with Iowa Core?</li> <li>○ How were teachers trained to use materials?</li> <li>○ Is there fidelity of implementation across classes and grades?</li> </ul> </li> <li>• Intervention providers (who and what is their training?)</li> <li>• Teachers collaborating at least 1 time a week</li> <li>• Job-embedded professional development that is aligned with Iowa Core and school's comprehensive instructional program and materials</li> <li>• How will the building/district leverage the expertise of high-performing teachers to facilitate improvement in instruction and</li> </ul>	

<p>support building/district priorities (e.g. educator effectiveness, college- and career-ready standards, assessment literacy)?</p> <ul style="list-style-type: none"> <li>• Services are organized according to Universal, Targeted, and Intensive tiers</li> </ul>	
<p><b>Assessment and Data Collection</b></p> <p>What are your proficiency results and trends over time?</p> <ul style="list-style-type: none"> <li>• Use of universal screening assessments with percent of students proficient, given three times per year to all students</li> <li>• Formative assessments, aligned to Iowa Core</li> <li>• Valid progress monitoring assessments (given weekly for interventions) with rate of growth checks</li> <li>• PLCs or data teams meeting two - three times a week with regular implementation checks</li> <li>• Student engagement data (recommended 80% - 90% of all students engaged at least 80% - 90% of the time)</li> </ul>	
<p><b>Instructional Time</b></p> <p>Has there been an official audit of instructional time?</p> <ul style="list-style-type: none"> <li>• Length of school day</li> <li>• Length of protected English-Language Arts (ELA) block, per day (recommended 90 – 120 minutes for grades K – 3, and 60 – 90 minutes for grades 4 – 6)</li> <li>• Length of protected math block, per day</li> <li>• Length and frequency of interventions</li> <li>• Summer school, before-, or after-school programs</li> </ul>	

**Climate and Culture**

- Iowa Youth Survey
  - Is there an analysis and trend from three previous years?
- Student mentoring
  - Are there one-to-one adult/student mentors?
- School behavior plan
  - Is there a set behavior plan/program for the building?
  - Is the behavior plan/program implemented with fidelity?
- Mobility rate
- Teacher turnover rate
- New teacher mentoring/training
- Teacher survey
- Teacher skill/will levels

**Family and Community Engagement**

- Evidence of parent/community involvement
- Parent advisory group
  - Evidence of diversity comparable to student diversity levels?
- Parent outreach programs
- Parent survey provided and analyzed yearly
- Content/focus of parent and community meetings
- Business partners

**School Identification of the Intervention Model**

The LEA will provide a detailed narrative describing how the selected intervention model was chosen and the correlation between the selected intervention model and the results of the comprehensive needs assessment. The LEA must address the needs of the LEA and the school in relation to the applicable intervention by considering factors that may include, but are not limited to, the following:

- The leadership skills, training and experiences needed to drive school improvement efforts
- The teacher skills, training, and experiences needed to drive school improvement efforts

- The optimal assignment of staff to meet students’ needs
- The operational flexibility to recruit and retain qualified staff
- LEA supports in place to sustain implementation of the selected intervention
- Other funding resources that must be brought into alignment with the selected intervention

Detailed Narrative of “School Identification of the Intervention Model”. The LEA may provide additional information and analysis within the narrative section in order to identify the most pressing areas of need. (Please limit narrative to a maximum 15 pages, double-spaced, no smaller than 12-point font.):

School:

Intervention Model Chosen:

--

**School Goals**

The LEA will provide three-year SIG goal for Reading/Language Arts, All Students group:

The LEA will provide three-year SIG goal for Math, All Students group:

The LEA will provide three-year SIG goal for graduation rate, if applicable:

School Goals Rationale (please limit narrative to a maximum of one page, double-spaced, no smaller than 12-point font):

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**Needs Analysis**  
(10 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to the needs assessment and analysis as well as the selection of the intervention model:

Rubric Value	Descriptor	Weighting	Points
1	Little or no relevant data has been provided and/or the analysis of needs is minimal. The fit between the need of the school and the model chosen is minimal.	2	
3	Needs identified and some analysis conducted. A general fit between the needs of the school and the model chosen has been conducted.	2	
5	Analysis is evident and needs are clearly and explicitly written. The fit between the needs of the school and the model chosen is specifically and conclusively demonstrated.	2	

**(2) Resource Alignment**

The LEA must ensure that each school or each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

LEA applications will need to describe how other federal, state, and local fiscal resources will be used to promote and support the implementation of each school’s plan described in the LEA application. Specifically, an LEA will need to identify the specific funding source, the amount of resource being committed to assure full and effective implementation of the interventions, and how each of the other funding sources supports the implementation and follow-through of specific actions. The SEA will conduct on-site semester reviews at each SIG funded school. As part of the monitoring visit the school will need to be able to demonstrate the alignment described in their approved application. Schools not able to demonstrate alignment will be given a deadline for developing the alignment with other interventions or risk losing their SIG grant.

The LEA will identify relevant areas of alignment with other federal, state, and local funding sources (adding additional rows as needed):

Resource	Examples of Alignment
Title I, Part A	
Title II, Part A	
Title II, Part B	

Title III, Part A	
IDEA	
Other Federal Resources	
McKinney-Vento Homeless Grant	
Other State Resources	
Local Resources	

Descriptive Narrative of Alignment (Please limit narrative to a maximum of one page, double-spaced, no smaller than 12-point font):

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Assurance

The LEA assures that each school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

**Resource Alignment**  
(5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to the resource alignment:

Rubric Value	Descriptor	Weighting	Points
1	Other federal, state, and local fiscal resources are not described.	1	
3	A partial description and identification of other federal, state, and local resources is provided, but does not fully describe the use of those resources in the implementation of each school's plan.	1	
5	Other federal, state, and local fiscal resources are identified and their use to promote and support the implementation of each school's plan is described. Amounts are identified for specific implementation activities or actions.	1	

**(3) Actions**

The LEA must describe actions it has taken, or will take, to—

**a) Capacity**

Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected:

The LEA will consider school, district, and community capacity when selecting an intervention model, as each intervention model requires unique requirements. This criteria, outlined in the chart below, will be used to evaluate the LEA’s capacity to fully and effectively implement the selected intervention in each school will be evaluated according to the following capacity factors:

Capacity Factors	Models
Staff has been identified with the credentials and capability to implement the selected intervention.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.	All
The LEA has described the procedure for monitoring the actions and activities identified in the plan including the frequency and fidelity of the professional development, the opportunities for teachers to collaborate, as well as the use of formative data to assure increase in student performance.	All
A commitment to support the selected intervention has been indicated by: <ul style="list-style-type: none"><li>• The teachers’ union (required by Iowa SF 2033)</li><li>• The local school board</li><li>• Parents</li></ul>	All
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention.	All
The LEA’s ability to recruit new principals with the ability to implement the select intervention.	Turnaround, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I or Tier II school to be served by the	Turnaround, Restart, Transformation

application have been outlined.	
The ability of the LEA to successfully align resources to the actions identified in the plan for full and effective implementation of the intervention and to ensure sustainability	Transformation
A description of a governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the IDE.	Restart
Access to geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.	School Closure
The opportunities for teachers to collaborate, particularly in analyzing universal screening data, summative data, and formative data to assure an increase in student performance.	All
The support of families and community members to facilitate full and effective implementation of the turnaround model selected.	All

Descriptive Narrative of Capacity (Please limit narrative to a maximum of four pages, double-spaced, no smaller than 12-point font):

## Capacity

(10 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to the LEA's/building's capacity to fully and effectively implement the required activities of the intervention model selected:

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not described the support it will provide each Tier I and II school in its implementation of the chosen intervention model. The LEA has not addressed capacity criteria.	2	
3	The LEA has described the support it will provide each Tier I and II school in its implementation of the chosen intervention model, but is inconsistent or weak and does not address all capacity criteria.	2	
5	The LEA has demonstrated in a strong and convincing manner that it has the capacity to fully and effectively implement the intervention model it has chosen and addresses all capacity criteria.	2	

### **b) Design and implement interventions**

Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;

The Iowa Department of Education's (IDE) School Improvement Grant application for LEAs will require the LEA to not only identify which of the four intervention models each Tier I and Tier II school will engage, but to describe the specific actions the LEA will take to implement the required elements of the specified intervention model. The LEA will also be required to provide a timeline of action for each of the required elements and associated actions. In this regard, LEA applications will be judged in each of the following areas:

- a) The inclusion of actions for each element of the intervention model
- b) The extent of LEA and school support and resource committed to the intervention model,
- c) The extent to which the actions promote and support full and effective implementation of each required element,
- d) A timeline for actions that is reasonable in supporting effective implementation while promoting an aggressive engagement of action
- e) The extent to which parents and community, school staff (administrative, instructional, and staff), and other stakeholders were engaged in the planning and decision making process, and
- f) The adjustments to specified LEA and school policy, procedure and practice to accommodate, support, and sustain the intervention model.

LEAs serving a Tier III school must identify actions that the LEA will take to implement a corrective action plan developed in concert with the Iowa State School Support team. This corrective action plan will include many of the above actions.

**Intervention Models Chart:** The chart below will assist the LEA in assuring that the required activities for each model are addressed as well as allowing the LEA to identify the permissible activities they wish to implement.

**THE FOUR INTERVENTION MODELS**

<b>REQUIRED LEA Activities</b>	<b>TURN-AROUND</b>	<b>TRANS-FORMATION</b>	<b>RESTART</b>	<b>CLOSURE</b>
Replace Principal (except those hired previously as part of turn-around or transformation effort)	✓	✓		
Operational flexibility (calendar, time, budget, staffing)	✓	✓		
Replace >50% of Staff using "locally adopted competencies"	✓			
Close & reopen under Charter School Operator/CMO/EMO			✓	
Close the school and send students to nearby schools - including but not limited to charter schools or new schools				✓
Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	permissible	✓		
Identify/reward effective personnel & remove ineffective personnel	permissible	✓		
High-quality, ongoing, job-embedded, instructionally aligned professional development	✓	✓		
Financial incentives, career opportunities and flexible work conditions	✓	✓		
New governance structure	✓	permissible		
Use data to identify and implement an instructional program that is research-based and vertically aligned	✓	✓		
Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students	✓	✓		
Establish schedules and implement strategies that provide increased learning time	✓	✓		
Socio-emotional and community supports	✓			
Ongoing family and community engagement	permissible	✓		
Ongoing intensive technical assistance from LEA, SEA or external partner	permissible	✓		

✓ Required

**Permissible Activities in the Turnaround and Transformation  
INTERVENTION MODELS**

<b>PERMISSIBLE Activities</b>	<b>TURN- AROUND</b>	<b>TRANS- FORMATION</b>
New school model (e.g. themed, dual language)		
Additional compensation to attract and retain staff		
System to measure impact of professional development		
Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority		
Periodic reviews of curriculum		
Response to Intervention model		
Additional supports to address students with disabilities and English language learners		
Using and integrating educational technology		
Increasing opportunities for advanced coursework, AP, IB, STEM, early college, dual enrollment, thematic learning academies		
Summer transition or freshman academies (middle to high school)		
Graduation rate improvement reforms		
Early warning systems for at-risk youth		
Partner with organizations, clinics, agencies, etc to meet students' social, emotional, health needs		
Extend or restructure school day		
Implement approaches to improve school climate and discipline		
Full-day kindergarten or pre-K		
Per-pupil school-based budget formula weighted by student needs		

Design and Implementation Narrative – design and implement interventions consistent with the final requirements, aligned with specific intervention chosen (please limit narrative to a maximum of four pages, double-spaced, no smaller than 12-point font):

Timeline for actions that is reasonable in supporting effective implementation while promoting an aggressive engagement of action:

The following framework will be used by the SEA to evaluate the LEA application with respect to the design and implementation of the intervention model:

**Design and Implementation of Interventions**  
(10 points maximum possible)

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not described the actions it will take, and resources it will provide, to implement the chosen intervention model. The LEA has not provided a realistic timeline.	2	
3	The LEA has described the actions it will take, and the resources it will provide, to implement the chosen intervention model, but is inconsistent or weak and does not address all required elements. A timeline was provided.	2	
5	The LEA has demonstrated in a strong and convincing manner that it will take the required actions, provide appropriate resources, and has addressed all required elements to fully and effectively implement the chosen intervention model. A realistic timeline was included.	2	

**c. External Providers**

Recruit, screen, and select external providers, if applicable, to ensure their quality;

The LEA must identify the rationale for engaging an external provider, and must assure alignment between the school’s needs and the services to be provided by the external provider. The following are suggested actions to consider when identifying/recruiting, screening, and selecting external providers:

Identifying/Recruiting:

- Designate a district-level position to research providers from around the country
- Gather information from other SIGs or schools with similar needs to determine which providers have a proven, local track record
- Gather request for proposals (RFP) or request for information (RFI) matching your district/buildings specific needs
- Gather request for quote (RFQ)

Screening External Providers:

- Request and review the provider’s documents and frameworks including, but not limited to, handbooks, annual reports, etc.
- Request data and information regarding demographics of the schools/districts the provider has previously served

- Request and review the providers performance goals and benchmarks to assure alignment with the district/school needs
- Request data pertaining to how the provider has measured their previous success, including whether goals were met, attendance data, teacher/student/family perception data, and family involvement
- Request a listing of all schools/districts served
- Speak with districts/schools identified as having used the provider’s services
- Observe the provider in action
- Request information on quality controls the provider has in place regarding internal monitoring, particularly monitoring of staff
- Determine if the external provider has a thorough understanding of the Iowa Core Curriculum
- Determine the strengths and weaknesses of the provider
- Determine how the provider communicates with the district, school, students, community
- Evaluate the prices charged by the provider to determine if the services are reasonably priced and cost-effective
- Examine the provider’s financial viability

Selecting External Providers:

- Assure alignment between the district/school goals and needs with the providers program/services
- Assure comfort and trust in the providers process for data collection and self-assessment
- Assure the provider has the proper understanding of the district/school needs and has the means to meet those needs
- Examine the provider’s timeline assuring it fits with the district’s/school’s needs
- Assure the provider has a means for engaging families and community with their provided services
- Assure the provider has provided a suitable budget with relevant and appropriate costs

Monitor and Evaluate External Providers:

- Determine if staff’s ability to respond to school’s needs has improved and if it can be attributed to the provider’s services
- Determine if the provider has helped the staff plan for sustainability
- Determine if the provider has helped the school achieve academic gains

External Provider Narrative (please limit narrative to a maximum of three pages, double-spaced, no smaller than 12-point font):

**External Providers**  
(5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to providing rationale for, and alignment with, the school’s needs, including identifying, screening, selecting, monitoring, and evaluating external providers:

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not identified the rationale for, and alignment with the school’s needs, in engaging an external provider.	1	
3	The LEA has generally described the rationale for, and alignment with the school’s needs, in engaging an external provider, but is inconsistent or weak and does not address all necessary actions.	1	
5	The LEA has demonstrated in a strong and convincing manner its rationale, and alignment with the school’s needs, in engaging an external provider. All necessary actions are addressed.	1	

**d) Modify its practices or policies**

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:

The LEA will need to reflect in its analysis of current status of the school, its students, staff, and programs and services, the process it used to review current practices and policies and the extent to which a practice or policy conflicts with or compromises effective and full engagement and implementation of the required elements and actions of the selected intervention model. If practices and policies are identified that conflict with or compromise the implementation of any required elements of the selected intervention model, then the LEA and school will need to specify the actions to be taken and the timeline for the actions. Examples of policy changes LEAs may adopt include:

- Providing flexibility in hiring practices at the school site
- Scheduling protected collaborative planning time
- Changing the structuring of the high school to enhance student learning opportunities (such as small learning communities, dual-enrollment, and credit recovery programs)

LEAs must include information regarding possible modification of MOUs and other processes that may need to be negotiated (with teacher unions) to ensure policies and practices can be modified.

Description of practices and policies modification (please limit narrative to a maximum of two pages, double-spaced, no smaller than 12-point font):

### Modification of Policies and Practices

(5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to modification of policies and practices.

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not analyzed the current status of the school's policies and practices. Modifications necessary for full implementation of the selected model have not been adopted.	1	
3	The LEA has analyzed the current status of policies and practices and has made some changes in order to implement the chosen intervention model, but is inconsistent or weak and does not address all required actions.	1	
5	The LEA has demonstrated in a strong and convincing manner that it has analyzed the current status of the school's policies and practices and has made appropriate modifications necessary for full implementation of the selected model. A realistic timeline was included.	1	

#### **e. Sustainability of the reforms**

Sustain the reforms after the funding period ends.

Each LEA will be required to delineate a plan for sustaining the reform undertaken in each school. Sustainability measures will be discussed during LEA monitoring visits throughout the course of the grant. This plan will need to address the following:

- Commitment of other federal, state, and local resources to maintain the intervention model and its required elements
- Mentoring and training actions for staff new to the school
- Specific actions to assure that the hiring process for affected schools support the continuation of focus and action consistent with the intervention model and the associated actions
- Specific strategic training aimed at refreshing, renewing, and updating staff knowledge about, and foundations of, the intervention model and its required elements, and the specified actions and expectations that promote and support the intervention model
- Strategic actions that will be taken to maintain high levels of community and parent understanding and engagement with the school
- Evaluation strategy that is aligned to desired outcomes and goals (both student and system), data rich with designated time and process for analyzing data, and includes a specific process for decision making and determining actions
- Strategic actions that will allow for absence of positions that were previously funded by the SIG, and
- Strategic actions to allow for continued extended learning opportunities (days, hours, interventions)

Sustainability Narrative (please limit narrative to a maximum of two pages, double-spaced, no smaller than 12-point font):

**Sustain the Reforms After the Funding Period Ends**  
(5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to sustainability:

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not delineated a realistic plan for sustaining the reform.	1	
3	The LEA has delineated a plan for sustaining the reform and addressed some of the suggested sustainability actions.	1	
5	The LEA has demonstrated in a strong and convincing manner that it has delineated a plan for sustaining the reform. A comprehensive and appropriate listing of sustainability actions was included.	1	

**(4) Timelines for pre-implementation and implementation**

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.

The Iowa Department of Education (IDE) will allow LEA applicants to request SIG funding for pre-implementation activities in the spring and/or summer prior to full implementation for the 2014-2015 school year for the following:

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students, parents, and community members to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities

specifically for students attending a new school if their prior school is implementing the closure model.

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

**Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and/or purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.

**Preparation for accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. Participation in the RtI/MTSS phase I or II implementation will satisfy this requirement.

LEA applicants for the School Improvement Grant (SIG) must provide a breakdown of each pre-implementation activity and associated cost as part of the LEA application process. Pre-implementation activities will be reviewed by the SEA to insure that activities are necessary to allow the applicant to fully implement the selected intervention model in the Fall of 2014. Pre-implementation activities are not limited to the suggested activities listed above, but the LEA must be able to provide justification for any pre-implementation expenditure as part of the school budget narrative.

The LEA will include a detailed and realistic timeline demonstrating the Tier I and Tier II school has the ability to get the basic elements of its selected intervention in place and operating by the beginning of the 2014-2015 school year:

Pre-implementation plans (add rows as necessary):

Task	Individual(s) Responsible	Evaluation Metric	Timeline for Completion	
			Start date	End date
What major tasks must be completed in order to successfully launch the model at the start of the new school year?	Who will be responsible for seeing that the task is completed?	How will the LEA judge that a task has been satisfactorily completed?		

The LEA will include a realistic timeline demonstrating three-year implementation plans (add rows as necessary):

Task	Individual(s) Responsible	Evaluation Metric	Timeline for Completion	
			Start date	End date (All tasks must be completed by August 2017)
What major tasks must be completed in order to successfully implement the model?	Who will be responsible for seeing that the task is completed?	How will the LEA judge that a task has been satisfactorily completed?		

**Timelines**

(5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to pre-implementation and implementation timelines delineating the steps it will take to implement the selected intervention:

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not provided an adequate pre-implementation and implementation timeline delineating the steps it will take in its implementation of the chosen intervention model.	1	
3	The LEA has provided pre-implementation and implementation timelines, but is inconsistent or weak and does not address all necessary tasks.	1	
5	The LEA has demonstrated in a strong and convincing manner that it has the capacity to fully and effectively implement the intervention model it has chosen and addresses all necessary tasks.	1	

**(5) Monitoring**

The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-

- Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
- Measuring progress on the leading indicators as defined in the final requirements

Each LEA submitting an application with Tier I and Tier II schools will need to identify the annual goals for reading (or English-Language Arts [ELA]) and math. Each goal will need to clearly identify the metric that will be used to determine progress and the measure or measures that will be used to determine progress.

**SIG Annual goals:**

English-Language Arts Goal	Metric used to determine progress
Math Goal	Metric used to determine progress

Each LEA submitting an application with Tier I and Tier II schools will need to identify how it will monitor the following SIG leading indicators and SIG achievement indicators:

**SIG Leading Indicators:**

<b>Indicator</b>	<b>How will this indicator be monitored?</b>
Number of minutes within the school year	
Student participation rate on State assessments in reading/language arts, by student subgroup	
Student participation rate on State assessments in math, by student subgroup	
Dropout rate	
Student Attendance Rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes	
Discipline incidences	
Truants	
Distribution of teachers by performance level	

on LEA's teacher evaluation system	
Teacher attendance rate	

**SIG achievement indicators:**

<b>Indicator</b>	<b>How will this indicator be monitored?</b>
AYP status	
Which AYP targets the school met and missed	
School improvement status	
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
College enrollment rates	

Narrative explaining how LEA will monitor yearly progress on achievement goals and SIG leading and achievement indicators (please limit narrative to a maximum of two pages, double-spaced, no smaller than 12-point font):

**Monitoring**  
(5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to how it will monitor yearly progress on achievement goals and SIG leading and achievement indicators:

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not provided an adequate description of how it will monitor yearly progress on achievement goals and SIG leading and achievement indicators.	1	
3	The LEA has provided a description of how it will monitor yearly progress on achievement goals and SIG leading and achievement indicators, but is inconsistent or weak.	1	
5	The LEA has demonstrated in a strong and convincing manner that it will adequately monitor yearly progress on achievement goals and SIG leading and achievement indicators.	1	

In addition to the LEA monitoring practices described above, the LEA and building must also commit to participating in the following State-facilitated monitoring activities:

**30 Day Meetings**

IDE will meet on a monthly basis with LEA/district-level staff and school principals responsible for the intervention and improvement activities, in order to provide technical assistance and monitor progress. These monthly 30-day building meetings will focus on classroom level data regarding the following indicators, as appropriate for each school. All progress data must be evidence-based and quantitative:

**Attendance** (student and teacher) Examples could include:

- Student attendance data
- Teacher attendance systems
- Classroom attendance data

**Climate/Behavior** (climate data should include data relevant to teachers and students) Examples could include:

- Teacher skill/will
- Climate/Culture Survey Data
- Defined Instructional Minutes Matrix
- Data on the amount of actual learning time that takes place during instructional/extended learning time (for example, how many times does the PA system interrupt classroom work time, or early release time for extra-curricular activities)
- Attendance of teachers at district-sponsored professional development
- PBIS data
- Referral Data
- Walk-Through Data on teacher behavior

**Purpose/Focus/Standard** (Data to be collected through administrative/instructional coach observations, PLCs, Lesson plans, classroom observations during SIG monitoring visits)

- Learning – students
- Instruction – teachers

**Engagement** (Data to be collected through administrative/coach observations, peer-to-peer observations, classroom observations during SIG monitoring visits)

- Learning – students
- Instruction - teacher

**Academics** (Screening, formative and summative data at the classroom/teacher level) – these data should connect to achieving the SIG academic goals, reading and math, set by each school. Examples could include:

- Common formative assessments given at a grade/department level
- District-wide benchmarking assessments
- Common summative assessments given by grade/department level
- Response to Intervention (RtI) data including minutes from grade-/department-level data team meetings

During these SIG 30-day meetings, a focus will be kept on the SIG academic goals with data at the student and teacher level. “To promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.”

### **Monitoring Visits (three times per year)**

Members of the SIG Monitoring Team (members will include IDE consultants, LEA members, and may include AEA consultants) will be assigned to each LEA receiving School Improvement Grant funds to conduct onsite visits three times a year to each building. The purpose of the onsite visit will be to document LEA and school progress in implementing the intervention model and associated actions according to the established timeline and whether any deficiencies exist in LEA and school commitment and support. The outcome of an onsite visit will be the submission of a Technical Assistance Report to the Title I administrative consultant who will review the findings and determine whether any follow up actions need to be taken.

All Required SIG activities will be monitored, as required by intervention model chosen:

- Use rigorous, transparent and equitable evaluation systems for teachers and principals.
- Identify and reward school leaders, teachers, and other staff who, in implementing this model have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and strategies that provide increased learning time.
- Provide ongoing mechanisms for family and community engagement.

- Give the school sufficient operational flexibility to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates

### **School Improvement Symposia (three times per year)**

Three times during each school year, leaders from all Iowa’s SIG schools, district SIG leaders, members of Iowa’s SINA 4+ restructuring schools, Iowa Support Team members, and Iowa Department of Education consultant will meet for collaborative sessions. The purpose of these symposia is to infuse a sense of urgency, generate enthusiasm, share school improvement research and research-based activities, provide professional development, question each other, support each other, and work together to benefit every student in the state of Iowa.

#### Assurance

The LEA assures that a district-level representative and building principal will actively participate in State-facilitated, monthly 30-day monitoring meetings; three full-day monitoring visits; and three School Improvement Symposia - during each year of implementation.

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

LEAs serving a Tier III school must identify the services the school will receive or the activities the school will implement. These actions, particularly regarding monitoring, should include all monitoring activities required of a Tier I or Tier II school.

- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

LEAs serving a Tier III school must identify the goals the school will establish for reading and math. Goal monitoring requirements of the State and LEA, as required for Tier I and Tier II schools, will apply to Tier III schools.

- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

#### **Consultation with Relevant Stakeholders**

Describe the process by which the LEA consulted with relevant stakeholders regarding the LEA’s application and the LEA’s proposed implementation of school improvement models in its Tier I and Tier II schools. Include a list of stakeholders’ names, their titles, and dates of meetings (please limit narrative to a maximum of two pages, double-spaced, no smaller than 12-point font):

**Stakeholder Consultation**  
(5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect its consultation with relevant stakeholders:

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not provided an adequate description of how it consulted with relevant stakeholders in preparing the application and proposed implementation of the school improvement model. A listing of stakeholder’s names, their titles, and dates of meetings was incomplete or missing.	1	
3	The LEA has provided a description of how it consulted with relevant stakeholders in preparing the application and proposed implementation of the school improvement model. An incomplete or weak listing of stakeholder’s names, their titles, and dates of meetings was included.	1	
5	The LEA has demonstrated in a strong and convincing manner that it consulted with relevant stakeholders in preparing the application and proposed implementation of the school improvement model. A complete listing of stakeholder’s names, their titles, and dates of meetings was included.	1	

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- a) Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- c) Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

The LEA will describe their needs to implement the selected intervention model(s).

The LEA budget should take into account the following:

- The number of Tier I and Tier II schools the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school
- The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years
- A separate budget must be submitted for each school for each year of the three year grant period
- The SIG portion of school closure costs may be lower than the amount required for the other models and will be granted for only one year
- The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools
- Budget must include necessary personnel and activities to implement the chosen model of intervention
- Budget includes LEA activities necessary to monitor building implementation and provide technical assistance
- Budget items are reasonable and necessary
- Budget covers allowable timeline
- Budget includes all required elements of the intervention model
- Plan includes demonstrations of capacity building and long-term sustainability

Budget Narrative (please limit narrative to a maximum of three pages, double-spaced, no smaller than 12-point font):

# SCHOOL IMPROVEMENT GRANT (SIG) BUDGET

**Grant Period 2014-2015 through 2016-2017**

Title I

Iowa Department of Education

Grimes State Office Building

400 E 14<sup>th</sup> Street

Des Moines, IA 50319-0146

Applicants must use the budget provided with the application materials. The budget must align with the actions described in the application.

School District Name: \_\_\_\_\_ School Building Name: \_\_\_\_\_

	Year 1 Budget		Year 2 Budget	Year 3 Budget	3-Year Total
<b>Grant Amount</b>	\$		\$	\$	\$
	Pre- Implementation  (expenses occurring spring/summer 2014)	Year 1 - Full Implementation  (expenses occurring during first year)			
<b>Personnel Expenses</b> (expenses for salary and benefits)					
Salary					
Benefits (FICA,  IPERS, insurance)					
Expenses (mileage, meals, lodging)					
<b>Professional Services</b> (expenses for external providers)					
Honorarium					
Expenses (mileage, meals, lodging)					
<b>Instructional Materials/Supplies</b>					
<b>Other Expenses</b> (must specify expenses)					
<b>Specify Other Expense:</b>					

<b>Specify Other Expense:</b>					
<b>Administrative Costs</b> (indirect cost maximum based on indirect cost rate multiplied by salary and benefit expense)					
Allowable Indirect Cost Rate					
<b>Budget Total</b>	\$	\$	\$	\$	\$

**Budget**  
(10 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to the budget:

Rubric Value	Descriptor	Weighting	Points
1	The applicant does not adequately describe how funds will be distributed or support school improvement activities. The budget is incomplete.	2	
3	The description of funding distribution and the funding of some activities is included. Distribution and utilization is not clear. The budget includes most needs to implement the selected intervention model.	2	
5	The applicant has clearly described how funds will be distributed, will support school improvement activities, and will be utilized for implementation and sustainability of the intervention model. The budget includes all needs to implement the selected intervention model.	2	

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES:** An LEA must include the following assurances in its application for a School Improvement Grant.

By submitting this application, the LEA assures that it will (check each box):

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds
- If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- The LEA assures it will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Report to the SEA the school-level data required under section III of the final requirements

**E. WAIVERS:** If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.