APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Iowa Department of Education	Applicant's Mailing Address: Grimes State Office Building 400 E 14th St Des Moines, IA 50319-0146
State Contact for the School Improvement Grant Name: Paul Cahill Position and Office: Title I Administrative Consultant Contact's Mailing Address: Grimes State Office Building 400 E 14th St Des Moines, IA 50319-0146 Telephone: (515) 281-3944 Fax: (515)242-6025 Email address: Paul.Cahill@iowa.gov	
Chief State School Officer (Printed Name): Judy A. Jeffrey	Telephone: (515) 281-3436
Signature of the Chief State School Officer: X Judy A Jeffrey	Date: 2/22/10
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:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III 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. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

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.

Link to Definition:
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917

LEA NAME, NCES ID #						
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE[1]

See Attached – Appendix A –Listing of Tier I, II, and III schools
Appendix B- Definition of Persistently Lowest-Achieving Schools (PLAS)

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

[1] As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

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 identified in the LEA's application and has selected an intervention for each school.

The LEA must determine what the current reality is for each applicant school by gathering multiple sources of data into the analysis of the needs to assist the school to determine the intervention to be implemented for each Tier I and Tier II school.

Name of School:	Tier:
Areas to analyze, if available, as part of a comprehensive needs assessment	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
1. Curriculum and Resources • Iowa Core essential concepts and skills • Alignment between assessments and curricula • Assessment data from other district-wide assessments • Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown	
2. Schedule and Classroom • School vision and mission • School Safety • Summary data for attendance, truancy and school mobility rate • Climate surveys, if available	
3. Administration and staffing • Teacher-student ratios • Supplemental Support • Use of Iowa Professional Development Model • Implementation data from professional development activities	
4. Student and parent involvement • Iowa Youth Survey data • Evidence of parent/community involvement in school	

The LEA must establish a clear relationship between the specific needs of each Tier I and Tier II school identified in the application and the respective intervention chosen. The application must address the needs of the LEA and the school in relation to the applicable invention 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 optimal assignment of staff to meet students needs.
- The operational flexibility to recruit and retain qualified staff.
- LEA supports to in place to sustain implementation of the selected intervention.
- Other funding resources that must be brought into alignment with the selected intervention.

Needs Analysis (5 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	X 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.	1	
3	Needs identified and some analysis conducted. A general fit between the needs of the school and the model chosen has been conducted.	1	
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.	1	

(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 identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

The LEA must address the following:

Capacity Factors	Model(s)
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: *The teachers' union (required by Iowa SF 2033) * The local school board *Parents	All
A detailed and realistic timeline demonstrating that the LEA has the ability to get the basic elements of its selected intervention up and running by the beginning of the 2010-2011 school year.	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 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.	Turnaround, Restart Transformation
A description of a governance structure in 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.	Turnaround, Restart, Transformation
The availability of a Charter School Operator appropriate to the needs of the school to be served.	Restart
Access to and 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

Capacity (10 points maximum possible)

Rubric value	Descriptor	X 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	

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools 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 be required to submit a separate budget for each identified Tier I and Tier II school that will allow for a detailed assessment as to whether sufficient funds have been requested and appropriately budgeted to implement the selected intervention model. Due to the funding needed to fully and effectively implement one of the intervention models in each Tier I and Tier II school in the State, Tier III schools will not be funded through SIG. With the exception of the school closure model (one-year funding request only), the assessment of sufficiency of funds will be

guided primarily by the demonstrated needs of the LEA to allow them to serve each Tier I and Tier II school.

LEAs will be asked to describe their needs to implement the selected intervention model(s), and they will also be asked to identify relevant areas of alignment with other federal, state and local funding sources.

The LEA budget should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. 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.
3. The budget must be planned as a minimum of $50,000 not to exceed 2 million dollars per year per school.
4. 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**.
5. 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 (10 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	The applicant does not adequately describe how funds will be distributed or support school improvement activities.	2	
3	The description of funding distribution and the funding of some activities is included. Equitable distribution and utilization is not clear.	2	
5	The applicant has clearly described how funds will be equitably distributed, will support school improvement activities, and will be utilized for implementation of the intervention model.	2	

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 how it will assess the LEA's commitment to do the following:

(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 specific 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.

**The chart below will assist the LEA in assuring that the required activities are addressed for each intervention model selected for a Tier I or Tier II school, as well as- allowing the LEA to identify the permissible activities they plan to use.

THE FOUR INTERVENTION MODELS

REQUIRED LEA Activities	TURN-AROUND	TRANS-FORMA-TION	RESTART	CLOSURE
Replace Principal (except those hired previously as part of turnaround 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**

THE FOUR INTERVENTION MODELS

PERMISSIBLE Activities*	**TURN- AROUND**	**TRANS-FORMATION**
New school model (e.g. themed, dual language)		see below re:"thematic learning academies"
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.

Each LEA will be required to document the process it used or will use to secure external providers if appropriate to its proposed actions. The following factors will be used to determine the extent to which an LEA used or will use a credible process for making its decision(s) regarding external providers:

a. The LEA's rationale for engaging an external provider.
b. The specific service that is being secured through an external provider
c. The number of external providers considered.
d. The qualifications of each external provider considered for delivering the expected service.
e. The experience of each external provider considered in delivering the expected service.
f. The evidence base for the specific service of each external provider considered.

(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.

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

An LEA will need to reflect in its analysis of the 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.

(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. This plan will need to address the following:

a. Commitment of other federal, state and local resources to maintain the intervention model and its required elements.
b. Mentoring and training actions for staff new to the school.
c. 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
d. Specific strategic training aimed at refreshing, renewing and updating staff knowledge about and foundations of the intervention model and its required elements, and the specific actions and expectations

that promote and support the intervention model.

e. Strategic actions that will be taken to maintain high levels of community and parent understanding and engagement with the school, and

f. 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.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

I. The Iowa Department of Education (IDE) will evaluate any "lack of capacity" claim by an LEA to implement one of the four required intervention models in an identified Tier I school. IDE will consider the preponderance of the following circumstances as demonstrating a lack of capacity:

1. Lack of qualified staff that have the capability to implement one of the four intervention models.
2. Inability to recruit new principals to implement the turnaround and transformational models,
3. Lack of ability to contract with a high quality Charter School non-profit or for-profit organization to implement the restart model.
4. Lack of support of the teacher union with respect to staffing and/or teacher evaluation requirements. Senate File 2033 requires that an LEA with a Persistently Lowest-Achieving School (PLAS) negotiate with its teacher union representatives and jointly agree upon an intervention model and sign a Memorandum of Understanding (MOU) before an application is submitted for a School Improvement Grant.
5. The lack of commitment of the local school board to eliminate barriers and to facilitate full and effective implementation of the models.
6. Lack of ability to sustain reform efforts in the model.
7. Inability to formalize an adequate timeline for the full implementation of the selected model.

The IDE will require that evidence be submitted to verify any "lack of capacity" claim by an LEA to implement one of the four required intervention models in an identified Tier I school. If after examining the evidence, the IDE believes that an LEA has more capacity than it demonstrates, the IDE will require the LEA to modify its School Improvement Application.

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

(1) **Describe the SEA's process and timeline for approving LEA applications.**

a. LEAs will be required to submit a complete application to the Department by May 10, 2010. The Department will review the applications and notify LEAs no later than May 21, 2010, of the status of their applications so that districts with approved applications will be able to implement their actions during the 2010-2011 school year. Each application will be reviewed by a team of readers who will be trained to read and score the applications and who, as a team, will make a recommendation for action to the Department's administrative consultant responsible for Title I. The Title I administrative consultant will make a recommendation for action to PK-12 Administrative Team, which will make the final decision.

b. Readers will be trained to use the scoring guide included in Part 2 of this application and will arrive at a team recommendation for each application reviewed. The recommendations will be presented in writing to the Title I administrative consultant. In order to receive funds, an application will need to receive a score that at least meets the threshold of acceptance as identified in Part 2 of this application.

c. 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:

   a. The funding level for each application with a request for Tier I funding will be determined first.
   b. Next, depending on the availability of funds the funding level for each application with a request for Tier II funding will determined.
   c. Finally, if funds are available the funding level for each application with a request for Tier III funding will be determined.

Anticipating that there will be insufficient funds to support all applications with Tier II and Tier III requests, funding decisions will be based on the following criteria:

a. Rank order of applications using the overall reader score.
b. Intervention model selected
c. Number of subject areas identified as failing to meet annual Adequate Yearly Progress targets.
d. Number of years identified as "school in need" under NCLB and proficiency rates over the last three years.
e. School enrollment
f. Coordination of resources and supports from the LEA

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools 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 in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

a. Each LEA submitting an application with Tier I and Tier II schools will need to identify the annual goals for reading/language arts and mathematics for each Tier I and Tier II school. 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.

b. Renewal decisions for the grant program will be based on 2 factors: (1) the extent to which the annual goals are being accomplished and (2) the extent to which the LEA and school have followed through in implementing the model and actions described in the application. Each LEA will be required to submit an annual report that (a) documents progress on the annual goals for each school, (b) describes the extent to which the intervention model and associated actions for each school have been implemented, and (3) identifies any remedial actions that will be taken to correct deficiencies in implementation. Schools failing to make at least 75% of the stated target for each annual goal and failing to implement the intervention model and associated actions according to timelines established in the LEA application will be considered "at-risk" of losing its School Improvement Grant funds. The designation of the "at-risk" status will prompt a Level II onsite visit by a Department team to determine: (1) whether the LEA and school commitment and ability to deliver on the intervention model and associated actions is appropriate and effective, (2) whether the LEA and school can engage its proposed remedial action to address deficiencies in implementation, and (3) 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 School Improvement Grant funds by the LEA and school.

(3) 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.

The process described for LEA's with Tier I and Tier II schools in (2) above will be used for Tier III schools.

(4) 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 the LEA is approved to serve.

a. Members of the Iowa State School Support Team will be assigned to each LEA receiving School Improvement Grant funds to conduct onsite visits once a semester to each LEA. 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.
b. Each LEA receiving School Improvement Grant funds will be required to submit an annual report that (1) documents progress on the annual goals for each school, (2) describes the extent to which the intervention model and associated actions for each school have been implemented, and (3) identifies any remedial actions that will be taken to correct deficiencies in implementation. The annual report and Technical Assistance Reports will be reviewed by a team of Department personnel to determine whether any specific follow up actions need to be taken with an LEA and its school(s).

(5) 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:

a. The funding level for each application with a request for Tier I funding will be determined first.
b. Next, the funding level for each application with a request for Tier II funding will determined.
c. Finally, depending on the availability of funds, the funding level for each application with a request for Tier III funding will be determined.

(6) **Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools.**

The following factors will be considered in scoring and making decisions regarding the funding of Tier III schools:

a. Number of years identified as "school in need" under NCLB,
b. Number of subject areas identified,
c. School enrollment,
d. LEA commitment to support implementation, and
e. Coordination of resources and supports from the LEA

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

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

(8) 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, 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.[2]

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

[2] 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:

- ✓ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ✓ 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 that the SEA approves the LEA to serve.
- ✓ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- ✓ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- ✓ Ensure if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ✓ Monitor each LEA's implementation of the interventions supported with school improvement funds.
- ✓ To the extent a Tier I or Tier II school 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; amount of the grant; 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.
- ✓ Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An 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 the State-level funds it has received from its School Improvement Grant.

The Iowa Department of Education (IDE) will reserve an amount equal to five percent if 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: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

✓ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

✓ The SEA has consulted with other relevant stakeholders, including- Race To The Application Committees, LEA school superintendents.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

_____Iowa_____ requests a waiver of the requirements it has listed 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, and 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 or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

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

- ✓ Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

- ✓ 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 or Tier II Title I participating school that does not meet the poverty threshold.

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.

PART II: LEA REQUIREMENTS

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

The SEA must attach its LEA application form to its application to the Department for a School Improvement Grant.

LEA APPLICATION REQUIREMENTS

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 the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	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) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II 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.

(2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

(3) The LEA must describe actions it has taken, or will take, to—
- 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 its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

(4) 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 identified in the LEA's application.

(5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

(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.

(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.

(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.

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 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—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- 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 must cover the period of availability, including any extension granted through a waiver, 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. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by $2,000,000.	

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

The LEA must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

(2) 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 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;

(3) If it implements a restart model in a Tier I or Tier II 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; and

(4) 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.

- ✓ Extending the period of availability of school improvement funds.

> Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ✓ "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 schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

> Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

Appendix A

School Name	NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Belmond-Klemme Elementary (Jacobson)	190468000131			X		
Oak Street Middle School	190579000191		x			
Sunnyside Elementary School	190579000194			x		
Cardinal Middle-Senior High School	190624000211		x			
Cleveland Elementary School	190654000234			x		
Grant Wood Elementary School	190654000243			x		
Harrison Elementary School	190654000245			x		
Hoover Elementary School	190654000248			x		
Johnson Elementary School	190654000251			x		
Metro High School	190654000259		x			
Polk Elementary School	190654000257			x		
Roosevelt Middle School	190654000258		x			
Van Buren Elementary School	190654000266			x		
Wilson Elementary School	190654001490			x		
Wilson Middle School	190654000267		x			
Lakeview Elementary 4-5-6 School	190675000280			x		
Van Allen Elementary School	190705000317			x		
Bluff Elementary School	190771000597			x		
Jefferson Elementary School	190771000378			x		
Colfax-Mingo Middle School	190000901976		x			
Columbus Community High School	190798000396		x			
Columbus Community Middle School	190798000398		x			
Roundy Elementary School	190798000397			x		
Carter Lake Elementary School	190822000413			x		
Thomas Jefferson High School	190822000435		x			
Walnut Grove Elementary School	190822000438			x		
Fillmore Elementary School	190858000463			x		
Jackson Elementary School	190858000473			x		
Jefferson Elementary School	190858000474			x		
Lincoln Academy of Fine Arts	190858000476			x		
Monroe Elementary School	190858000480			x		
Brubaker Elementary School	190897000746			x		
Capitol View Elementary School	190897000518			x		
Carver Elementary	190897001596			x		
Cattell Elementary School	190897000521			x		
East High School	190897000528		x			
Edmunds Fine Arts Academy	190897000529	x				
Findley Elementary School	190897000531			x		

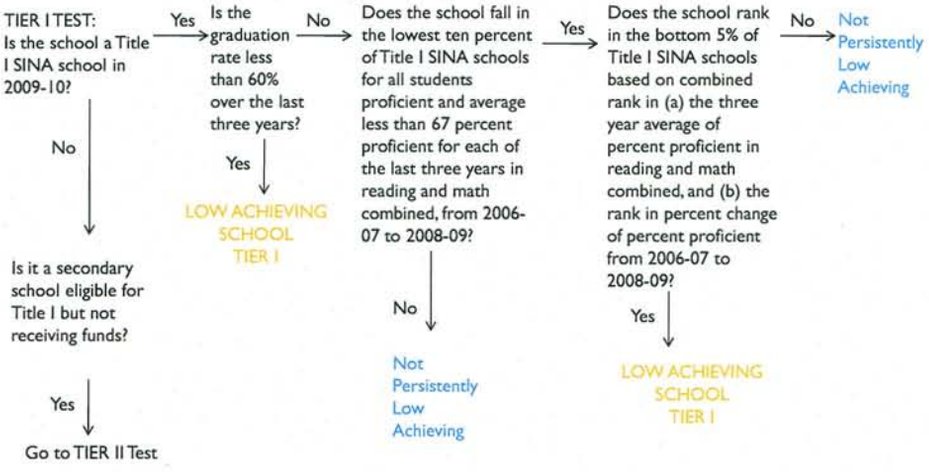
Garton Elementary	190897000534			x
Harding Middle School	190897000540			x
Hiatt Middle School	190897000516			x
Hoover High School	190897000543		x	
Howe Elementary School	190897000544			x
Hoyt Middle School	190897000545	x		
Jackson Elementary School	190897000547			x
King Elementary School	190897000556			x
Lincoln High School	190897000550		x	
Lovejoy Elementary School	190897000552			x
Madison Elementary School	190897000554			x
McCombs Middle School	190897000557		x	
McKinley Elementary School	190897000559			x
Meredith Middle School	190897000560		x	
Monroe Elementary School	190897000563			x
Morris Elementary School	190897000583			x
Moulton Elementary School	190897000565			x
North High School	190897000566	x		
Oak Park	190897000567			x
Perkins Elementary School	190897000570			x
South Union Elementary School	190897001472			x
Stowe Elementary School	190897000577			x
Weeks Middle School	190897000584	x		
Willard Elementary School	190897000585			x
Lincoln Elementary School	190948000614			x
Marshall Elementary School	190948000615			x
Prescott Elementary School	190948001456			x
Robert Blue School	190999000636			x
Grand Junction High School	191020000651		x	
Rippey Elementary School	191020000652			x
Fairfield Middle School	191134000694			x
Butler Elementary School	191182000720			x
Duncombe Elementary School	191182000722			x
Fremont-Mills Elementary School	191212000747			x
Hampton-Dumont Intermediate School	191347000621			x
South Side Elementary School	191347000819			x
Grant Wood Elementary School	191470000886			x
Hills Elementary School	191470000890			x
Kirkwood Elementary School	191470000893			x
Mark Twain Elementary	191470000896			x
Robert Lucas Elementary School	191470000899			x
Lewis Central Middle School	191668000997		x	
Titan Hill Intermediate School	191668000994			x

Louisa-Muscatine Jr-Sr High School	191782001025		x	
Briggs Elementary School	191851001060			x
Anson Elementary School	191872001082			x
B R Miller Middle School	191872001084		x	
Rogers Elementary School	191872001093			x
Harding Elementary School	191878001102			x
Roosevelt Elementary School	191878001109			x
Mormon Trail Elementary School	191974001158			x
Mount Vernon Middle School	192004001178			x
Olin Junior-Senior High School	192172001297		x	
Wilson Elementary School	192211001328			x
Perry Elementary	192253000051			x
Cora B Darling Elementary/Middle School	192334001377			x
Norwoodville Elementary	192532001446			x
Woodside Middle School	192532001448		x	
Sergeant Bluff-Luton Elementary School	192559000726			x
Bryant Elementary School	192640001498			x
Everett Elementary School	192640001507			x
Irving Elementary School	192640001514			x
Longfellow Elementary School	192640001518			x
North Middle School	192640001287		x	
Riverside Elementary School	192640001526			x
Roosevelt Elementary School	192640001527			x
Smith Elementary School	192640001529			x
West High School	192640001533		x	
West Middle School	192640001534		x	
Whittier Elementary School	192640001535			x
South Tama County Elementary School	192673001463			x
South Tama County Middle School	192673001557		x	
Storm Lake Middle School	192739001600			x
Twin Cedars Elementary School	192817001641			x
Shellsburg Elementary School	192931001476			x
Wapello Junior High School	192973001927		x	
Lincoln Upper Elementary School	193024001702			x
Stewart Elementary School	193024001703			x
Bunger Middle School	193048000586		x	
Central Middle School	193048002024		x	
Cunningham School	193048001719			x
East High School	193048001714		x	
Edison Elementary School	193048001715			x
Irving Elementary School	193048001724			x
Carver Middle School (Jack M Logan)	193048001725	x		
Kittrell Elementary School	193048001728			x

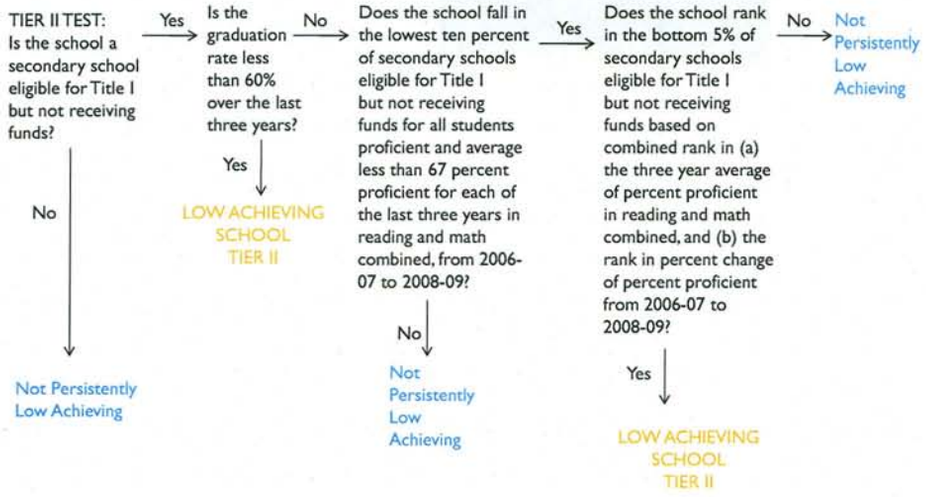
Lincoln Elementary School	193048001729	x		
Mckinstry Elementary School	193048001970			x
Hillside Elementary School	193093001188			x
West Liberty Middle School	193099001804			x
West Monona Middle School	193111000738		x	
Winterset Elementary School	193186001856			x

Appendix B

Defining Persistently Low Achieving Schools



Defining Persistently Low Achieving Schools



LEA

Grant Application

for

Federal School Improvement Funds

Deadline for Submission:
Grant application must be delivered or received by
May 10, 2010
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 14th 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 to local education agencies (LEASs) 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" and "Tier II" 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. An LEA may also use school improvement funds in Title I schools in need of improvement that are not identified as persistently lowest-achieving schools (Tier III schools).

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.

Uses 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

Funds will be available for use during the 2010-2011 school year and must be expended by September 30, 2013.

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, 515-281-8661

Federal Guidance
See Attached Document

Proposal Requirements

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

Each proposal submitted must include:

Needs Assessment and Analysis:
The LEA has analyzed the needs of each Tier I, II, and III school identified in the LEA's application and has selected a required Intervention Model for each Tier I and II school.

Capacity:
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 identified in the LEA's application in order to implement fully and effectively the selected intervention model in each of those schools. This section on capacity does not apply to Tier III only applicants.

Intervention models identified:
The LEA applying for Tier I and/or Tier II schools will identify which of the 4 intervention models (refer to enclosed chart) that it will implement in each school.

Budget and Budget Narrative:
The LEA's budget includes sufficient funds to implement the selected intervention model fully and effectively in each Tier I and Tier II school identified in the LEA's application. Tier

III applicants also must describe activities to support school improvement in Tier III schools throughout the period of availability of those funds.

External Providers:
If applicable, recruit, screen, and select external providers and ensure their quality.

Resource Alignment:
Aligning other resources with the interventions.

Describe Modifications:
If necessary, modify LEA practices or policies to enable the LEA to implement the interventions fully and effectively

Sustainability:
Describe how the funded activities and/or partnership under this proposal will continue after the original period and funding have expired.

Preparation of Application

Listed in application criteria are the required components - in the order that they should appear for an acceptable application. The narrative sections of the proposal must be double-spaced, the font must be no smaller than 12-point, and any font style may be used.

Intent to Apply: If you intend to apply for this funding opportunity, send an e-mail message to Paul Cahill at Paul.Cahill@iowa.gov NO LATER than March 23, 2010.

Proposal Submission

Applicants must submit 1 original and 2 copies of the full proposal to the Iowa Department of Education (IDE). The original must include an original ink signature. To be considered for funding, proposals must be delivered or received at the DE by 4:30 p.m. on May 10, 2010. Proposals should be mailed or delivered to:

Paul Cahill, Title I Administrative Consultant
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

Incomplete or late applications will not be considered.
Fax and e-mail transmission of the complete proposal are not acceptable

Review of Proposal

As proposals are received at the Iowa Department of Education, they will be reviewed for completeness and compliance with the requirements within this Request for Proposal 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 Department's PK-12 Administrative Team. Proposals will be ranked according to final scores assigned by the reviewers. Additional factors in determining funding will include: (1) school enrollment and model selected; (2) the number of years identified as a "school in need" under NCLB, and the number of subject areas identified; (3) rank order in list of PLAS, including proficiency over the past three years; and (4) evidence of coordination of resources and supports from the LEA.

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

Award Administration

Notification

The applicant will be notified by May 21, 2010, of the status of their proposal.

Right to Negotiate

The Iowa Department of Education 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 department of education. 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 involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5, the legal authority for this process.

Application and Review Criteria

NOTE: All criteria must be addressed by each applicant for Tiers I, II, and III with the following EXCEPTION: Tier III schools do not have to address criteria relative to the Intervention Models or where otherwise noted.

Total Possible Points: 65

PART I - Review Criteria:

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. They are:

1. Needs Assessment and Analysis
2. Capacity
3. Design and implement Intervention Models

Note 1: If the LEA has chosen the "Closure" Intervention Model, the LEA does not need to address Needs Assessment and Analysis or Capacity, but must instead provide the following information in addition to the Budget:

1. Timeline for closing the school
2. Notice to the community, the school, parents and staff
3. Plan for relocation of students

Note 2: If the LEA has chosen the "Restart" Intervention Model, the LEA must, in addition to the Needs Assessment and Analysis or Capacity, provide:

1. A description of the specific process that will be used to select a charter school operator, charter management organization (CMO), or an education management organization (EMO).
2. A timeline indentifying the deadline for selecting a provider, submission of the required Charter School application to the Iowa Department of Education, and the projected start date for the Restart.

1. **Needs Assessment and Analysis:** The LEA has analyzed the needs of each school as to whether it is a Tier I, II or III school. The LEA has selected an intervention for each Tier I and II school. (Attached form must be completed)

Needs Analysis (5 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	X 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.	1	
3	Needs identified and some analysis conducted. A general fit between the needs of the school and the model chosen has been conducted.	1	
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.	1	

Review Comments:

Name of School:	Tier:
Areas to consider for analysis as part of a comprehensive needs assessment	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
1. Curriculum and Resources • Iowa Core essential concepts and skills • Alignment between assessments and curricula • Assessment data from other district-wide assessments • Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown	
2. Schedule and Classroom • School vision and mission • School Safety • Summary data for attendance, truancy and school mobility rate • Climate surveys, if available	
3. Administration and staffing • Teacher-student ratios • Supplemental Support • Use of Iowa Professional Development Model • Implementation data from professional development activities	
4. Student and parent involvement • Iowa Youth Survey data • Evidence of parent/community involvement in school	

Capacity: 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 identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. The LEA will describe the support it will provide each school in its implementation of the intervention model chosen. Not required for Tier III applicants. Specific criteria includes detail describing monitoring of identified professional development, teacher collaboration, use of formative data, alignment of resources, implementation timeline, ability to recruit new staff or principals in required intervention models.

Capacity (10 points maximum possible)

Rubric value	Descriptor	X 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	

Review Comments:

3. **Design and implement Intervention Models:** Based on the review of the information gathered from the needs assessment and analysis of each Tier I and Tier II school in Part I, the LEA will identify which of the four intervention models it will implement in each school. The LEA will provide an implementation plan which describes the specific goals, actions or activities, timelines and indicators of progress that address the requirements outlined below for the intervention model chosen. (See attached chart of models.)

Intervention Model Implementation Plan (15 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	No Intervention Model is identified.	3	
3	An Intervention Model is identified, but implementation is not addressed.	3	
5	An Intervention Model is identified and includes an implementation plan describing specific goals, actions or activities, timeline, and indicators of progress according to requirements.	3	

Review Comments:

Part II – Review Criteria

The actions in Part II are those 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.

4 **Recruit, screen, and select external providers, for Tier I and II schools only, and ensure their quality:** The LEA will address the number of external providers necessary to assist with the implementation of the intervention model chosen. In addition, the qualifications, experience and documented evidence of success of the external provider in the focus area must be addressed. The LEA will describe how the external providers will develop equitable, transparent, and rigorous assistance with the implementation plan. The LEA will describe the role of the external provider. ***For example***, the external providers may provide technical assistance in implementing a variety of components of the school intervention models such as helping a school evaluate its data and determine what changes are needed based on those data; providing job-embedded professional development; designing an equitable teacher and principal evaluation system that relies on student achievement; and creating safe school environments that meet students' social, emotional and health needs.

External Providers (10 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	There is no documented evidence of the qualifications, level of experience, or success of the external provider(s) selected.	2	
3	There is limited documented evidence of the qualifications, level of experience, or success of the external provider(s) selected.	2	
5	There is documented evidence regarding the qualifications, level of experience, and a history of successful past experience of the external provider(s) selected.	2	

Review Comments:

5. **Align other resources with the interventions – for Tier I and II schools only**: 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.

Resource Alignment (5 points maximum possible)

Rubric value	Descriptor	X 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	

Review Comments:

6. **Practice and Policy Modification:** If necessary, modify practices or policies, to enable the full and effective implementation of intervention (For Tier I and II schools only). An LEA will need to reflect in its analysis of the current status of the school, its students, staff, 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 to correct such practices and policies.

Practice and Policy Modification (15 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	Analysis and review of current practices and policies are not addressed.	3	
3	Analysis is referenced, but need for modification is not addressed.	3	
5	Analysis is clearly discussed relative to current status and the need to reduce or eliminate conflict in order to effectively and fully implement the selected Intervention Model is addressed.	3	

Review Comments:

7. **Sustainability: 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. This plan will need to address the following:

   a. Commitment of other federal, state and local resources to maintain the intervention model and its required elements

   b. Mentoring and training actions for staff new to the school

   c. 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

d. Specific strategic training aimed at refreshing, renewing and updating staff knowledge about the foundations of the intervention model and its required elements, and the specific actions and expectations that promote and support the intervention model

e. Strategic actions that will be taken to maintain high levels of community and parent understanding and engagement with the school, and

f. 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

Sustainability (5 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	Sustainability was not addressed by the applicant.	1	
3	Some of the requirements for sustainability were addressed.	1	
5	All requirements for sustaining the reforms after the funding period ends were clearly addressed by the applicant.	1	

Review Comments:

8. **Budget Narrative**: The LEA's budget narrative describes the use of sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application over the 3-year funding period. The narrative will clarify expenditures listed on the budget by describing the activities to be conducted at the LEA and school levels throughout the 3-year period of availability of those funds. Narrative must include details supporting each budget category and line item listed.

   Tier III applicants also must describe activities to support school improvement and must include details supporting each budget category and line item listed.

Budget (10 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	The applicant does not adequately describe how funds will be distributed or support school improvement activities.	2	
3	The description of funding distribution and the funding of some activities is included. Equitable distribution and utilization is not clear.	2	
5	The applicant has clearly described how funds will be equitably distributed, will support school improvement activities, and will be utilized for implementation of the intervention model.	2	

Review Comments:

Itemized Budget

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

	Year 1	**Year 2**	**Year 3**	**Total**
Personnel				
Salary				
Benefits				
Expenses (Mileage, Meals, Lodging)				
Professional Services				
Honorarium				
Expenses (Mileage, Meals, Lodging)				
Instructional Materials				
Supplies and Materials				
Other – specify:				
Other – specify:				
Administrative Costs (allowable indirect cost rate)				
Total				

This form is a required element and must be submitted as part of the grant application

APPLICATION COVER SHEET

DUE: May 10, 2010 by 4:30 pm

Application for School Improvement Grant

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

Applying LEA _____

Contact person

Name _____

Title _____

Address _____

_____

Telephone _____

Fax _____

E-Mail _____

School building name for this application_____

Designation for this building: Tier I____ Tier II____ Tier III ____

Statement of Assurances

Should a **School Improvement Grant** Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.
3. If the district would receive a School Improvement Grant it would comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

Certification by Authorized or Institutional Official:
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

_____ _____

Typed or Printed Name of Authorized Official — Title

_____ _____

Signature of Authorized Official — Date

Please submit to Paul Cahill, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 by May 10, 2010, 4:30 p.m.

Implementation Timeline

(Required – No points awarded)

The LEA must provide an implementation timeline that clearly identifies the occurrence of required activities over the course of the three year grant period. The timeline must delineate activities and persons responsible.

Annual Goals for Student Achievement

(Required – No points awarded)

A district must establish annual goals for student achievement on the State's ESEA assessments (ITBS/ITED) in both reading/language arts and mathematics that it will use to monitor each Tier I and Tier II school that receives School Improvement Grant funds. Annual goals that a district could set might include making at least one year's progress in reading/language arts and mathematics or reducing the percentage of students who are non-proficient on the ITBS/ITED reading/language arts and mathematics assessments by 10 percent or more from the prior year.

Waiver Request
(Optional- No points awarded)

_____ _____ requests a waiver of the requirements listed below. These waivers would allow the _____that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants.

The _____ 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, and Tier III schools by enabling the _____to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools.

Check all that apply:

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

___Waive section 1116(b) (12) of the ESEA to permit _____to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

___Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit _____ to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

List the eligible school(s):

_____
_____
_____
_____
_____
_____

The _____ will implement the waiver(s) only if the _____ receives a School Improvement Grant.

Consultation with Relevant Stakeholders
(Required – No points awarded)

1. Before submitting this application for a School Improvement Grant the _____ has consulted with relevant stakeholders, including:

_____
_____
_____
_____

Appendices
(Optional- No points awarded)

Eligibility Checklist

Use this list to assist you in determining if you have included all necessary components of the grant application and if you have them in the order requested. This checklist does not replace the responsibility of the applicant to meet all stated requirements for application. This list will be used by Department staff to check for application eligibility.

	YES	NO
The cover page is the first page evident on the document and includes all required information.		
The signature on at least one of the copies submitted is original, not electronically or otherwise mechanically produced.		
One original and two copies are submitted.		
The application, in hard copy form, is submitted by May 10, 2010, 4:30 p.m., to Paul Cahill, Iowa Department of Education.		
An abstract is included and does not exceed two (2) pages, printed on one (1) side only.		
All components of the application are included and are in the following order: 1. Cover Sheet 2. Abstract 3. Part 1 • Needs Assessment and Analysis • Capacity • Design and implement Intervention Model 4. Part 2 • Recruit, screen, and select external providers • Alignment of Resources with the Interventions • Policy and Practice Modifications • Budget and Budget Narratives 5. Implementation timeline 6. Annual goals for student achievement 7. Waiver request(s) 8. Consultation with relevant stakeholders 9. Appendices		
Each page, beginning with the first page after the Cover Sheet is **numbered**, not including Appendices.		
The application in any font size is not smaller than 12-point. **Exception**: tables, charts, and the Cover Sheet may be in a smaller size, but must be clear and easy to read.		
All narrative is double-spaced. Exception: the abstract, charts, and tables do not have to be double-spaced.		

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

THE FOUR INTERVENTION MODELS

PERMISSIBLE Activities*	TURN-AROUND	TRANS-FORMATION
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		