Funding Opportunity

Applications Due: Tuesday, March 7, 2017 by 11:59 p.m.

Application Training Webinar: Monday, January 9, 2017 at 3:00-4:00 p.m.

Required Intent to Apply Due: Friday, January 13, 2017

Tiered Intervention Grant
2016

Pursuant to: Title I, Section 1003 (g) of the Elementary and Secondary Education Act of 1965

For program questions contact:
Laura Meushaw (meushaw_l@cde.state.co.us | 303-866-6618)
Nicole Monet (monet_n@cde.state.co.us | 720-737-2454)

For fiscal/budget questions contact:
Evan Davis (davis_e@cde.state.co.us | 303-866-6129)

For RFP specific questions contact:
Kim Burnham (burnham_k@cde.state.co.us | 303-866-6916)

Required
(To Obtain Benefit)
FORM # CGA-215
EDAC APPROVED
Approved 6/10/2016 for 2016-2017
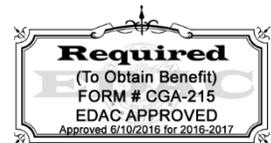
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Introduction

The intent of this grant is to provide funding for districts (on behalf of eligible schools) to:

- Partner with the Colorado Department of Education (CDE) in the implementation of one of the school intervention models provided in the draft guidance for the use of Federal Title I 1003(g) School Improvement Grant funds (To view the most recent program guidance, please visit: http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants); and

- Increase the academic achievement of all students attending chronically low performing schools as measured by the state's assessment system.

Purpose

The Unit of Federal Program Administration at the CDE distributes Title I 1003 (g) funds to support schools identified as chronically low performing schools as indicated by state assessments.

Available Funds

Approximately $3 million is available for distribution to LEAs. An LEA may request no less than $50,000 or more than $2 million per year over the two-year grant period for each participating school. **Subsequent years funding (except in the case of closure) is contingent upon CDE approval and continued 1003(g) allocations from the USDE**. Actual allocations will be based on the intervention model chosen and SEA guidelines.

Eligible Applicants

Eligible schools are listed in Attachment A. The eligible schools were identified as either Title I Schools that are low performing and/or have a low graduation rate OR Title I Focus Schools.

Please Note:

Schools that no longer fit the definition of Focus school and those that have closed have been removed from this list. Currently funded-TIG schools were excluded from the eligibility list. Alternative Education Campuses (AECs) that meet one or more of the following criteria were exempted and not included in the SIG eligible schools:

- School purpose is dropout re-engagement or credit recovery;
- School is temporary and designed to transition students back to their home school; or
- School is not a diploma-granting institution.

Grant Options

The LEA may choose one of two options:

Option 1	**Option 2**
Year 1: Planning Year	Year 1: Full Implementation
Year 2: Full implementation	Year 2: Full implementation

Please Note: Even if the LEA chooses a planning year, a model must be selected as part of the application process.

The LEA must indicate which of the following models they will be implementing and the rationale for selecting the model for each participating school.
- Turnaround;
- Restart;
- Closure;
- Transformation;
- Secondary Success (State-determined model);
- Evidence-based whole school reform; or
- Early Learning.

For the complete model requirements, please visit: http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants.

Use of Funds

Awarded funds may be used for pre-implementation costs and implementation of the chosen model (identified costs that are absolutely necessary to implement the model fully and effectively) including (See Attachments B & C for allowable uses of funds). Note: Administrative costs may be no more than 5% of the funded amount.

Duration of Grant

Funds must be expended by:
- **Year 1**: June 30, 2018 (Nov 1, 2016 – June 30, 2018)

Year 2 is contingent upon CDE approval and continued 1003(g) funding from the USDE:
- **Year 2**: June 30, 2019 (July 1, 2018 – June 30, 2019)

Technical Assistance

An application training webinar will be held on **Monday, January 9, 2017** from 3:00 – 4:00 p.m. To register for this webinar, please visit: https://tig2017.eventbrite.com. If you have questions or issues registering, please email CompetitiveGrants@cde.state.co.us.

Note: If interested in applying for this grant opportunity, please complete the **Required Letter of Intent** by **Friday, January 13, 2017** at: https://www.surveymonkey.com/r/TIGRND2. See Attachment F.

Individual Consultation is available to applicants in the planning, writing and revising of proposals. Please note: responses will be made in the order of requests received. There may be a high volume of requests closer to the application due date; please allow adequate time for response.

Consultation services will be provided by CDE Turnaround Support Managers beginning **December 19, 2016**. To request feedback on proposals or to facilitate the planning process for the proposal from a Turnaround Support Manger, applicants may contact: Lindsey Jaeckel at jaeckel_l@cde.state.co.us.

Timeline & Review Process

Date	Key Dates Descriptions
December 15, 2016	**RFP Release**
Dec. 19, 2016 – March 6, 2017	**CDE Support Managers provide support at local stakeholder meetings as well as guidance for turnaround planning.**
January 9, 2017	**TIG RFP Webinar**
January 13, 2017	**Letter of Intent to Apply Due**
March 7, 2017	**Proposals Due**
April 3 – 7, 2017	**Applicant Onsite Meetings to discuss feedback/changes to application**
April 2017	**Final Approval**

Applications will be reviewed based on the rubric to ensure they contain all required components. The review of the Tiered Intervention Grants will be a standards-based process. LEAs will not be funded unless they meet each of the criteria in each section of the application. In order for the application to be recommended for funding, applicants must score at least 80 points (80%) of the 101 points possible, and all required parts must be addressed. Applications that score below 80 points may be asked to submit revisions that would bring the application up to a fundable level. In this way, the review process will ensure that funded Tiered Intervention Grants address all the critical components necessary for a comprehensive plan. LEAs may be asked to submit revisions in any section to more fully meet the standards.

Following the review of applications, applicants recommended for funding will participate in a half-day onsite visit with CDE staff. If district, school staff and stakeholders are not able to verify the information provided in the application, or fail to demonstrate an understanding of the program, the recommendation to fund may be withdrawn. See Attachment G for the Onsite Walk-through tool. **Please hold the week of April 3 – 7, 2017 for these meetings.**

Applicants will receive final notification of application status by April 14, 2016.

Data & Reporting

As part of an overarching strategy for supporting dramatic improvement in the state's lowest-achieving schools, CDE will work collaboratively with LEAs to develop meaningfully detailed performance targets and specific timelines. These targets and timelines will be used when making Year 2 funding determinations. A Unified Improvement Plan (UIP) for each individual school site will be monitored at school and district onsite reviews and updated, as necessary, with final revisions submitted annually. The UIP and grant budget expenditures must be aligned to the UIP Quality Criteria and chosen reform model.

Awardees will be expected to collect data on the following leading indicators, annually report them to CDE in a timely manner and include them in the data analysis portion of the UIP (where possible). [Note: only the leading indicators below in **bold** are collected by CDE in a submission tied to this grant; all other data points are submitted to CDE via other collections]:

a. Title I Section 1003(g) required indicators:
- **The number of educational minutes within the school year and whether this number has increased from prior years (if yes, grantees are asked to explain the reason for the increase, for example longer school days, before/after school programs, etc.);**
- Student participation rate on State assessments in reading, writing, math, and science, 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 an LEA's teacher evaluation system; and
- **Teacher attendance rate (calculated using the number of teacher absence days and contract days).**

b. Quantitative indicators that schools may use to supplement those required under 1003(g):
- Proficiency results on interim assessments of student performance in reading, writing, math, and science;

c. The percentage of students taught by teachers who, in prior years, achieved above average or exceptional growth with their students;
- Other measures of time allocated to learning and intervention;
- Annual collection data and improvement in catch up, keep up, and moving up categories in reading, writing, and math;
- Annual collection data and improvement in all proficiency and growth data in reading, writing, math, and science; and
- Others likely to be highly-correlated with successful improvement efforts.

Supports
Other qualitative indicators that arise from cross-sector research about successful reform models. For example:
- Focused and prioritized improvement strategies leading to measurable improvement.
- Data demonstrating the school leader is engaging staff in regular and transparent data dialogues surrounding student performance.
- Evidence of positive community involvement in the reform effort.
- The leader's successful efforts to change the climate and culture to influence dramatic change, based on perception data.
- Evidence of district leadership and support for dramatic improvement at the identified school. Additional resources on successful reform models can be found at: http://www.cde.state.co.us/uip/TurnaroundSupport.asp.

By agreeing to participate in the Tiered Intervention Grant, grantees acknowledge that in addition to the monitoring conducted by the CDE, the United States Department of Education (USDE) periodically monitors grantees.

The Colorado Department of Education uses the attached tool for implementation monitoring (see Attachment E).

Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the Tiered Intervention Grant Program. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures.

Annual Renewal Process

Renewal Decision - Year 2 (Approx. June 2018)
For continuation of funding into Year 2, CDE will consider achievement data, with a strong emphasis on implementation data including:
- An indication that the district and school desire to continue Tiered Intervention Grant funding in the school and have a willingness and readiness to revisit the strategies necessary to significantly improve the school's performance.
- An indication of the willingness of the district and school to create an implementation plan that is consistent with Title I, section 1003(g) requirements.
- An indication that funds are being used as approved and that program is being implemented as planned.
- An indication of successful completion of pre-implementation benchmarks (i.e., including hiring a new school leader, identifying partner organizations and securing formal flexibilities).

Submission Process and Deadline

An electronic copy of the proposal (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Tuesday, March 7, 2017, by 11:59 pm**. The electronic version should include all required components of the proposal as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late proposals will not be considered. Application materials and budget are available for download on the CDE website at www.cde.state.co.us/dropoutprevention.

Submit the electronic copy of the proposal and electronic budget to:
CompetitiveGrants@cde.state.co.us
By: **Tuesday, March 7, 2017, by 11:59 pm**

Application Format

- **The total narrative (Sections A – D) of the application cannot exceed 16 pages.** Please see below for the required elements of the application. **Note:** Applications that exceed 16 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The LEA should complete and submit one application for each eligible school intending to apply.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below <u>must be followed</u> in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Parts II and III (pages 19 – 22).

Part I:	**Proposal Introduction** *(not scored)*:
	Cover Page
	Schools to be Served
	LEA/School Information and Signature Page
	Assurance and Certification Form
	Waivers
	Retention of Funds
	Executive Summary
Part II:	**Consultation, Needs Assessment, & Leading Indicators** *(Scored – not included in page limit)*
	Consultation with Staff
	Consultation with Stakeholders
	Subgroup Needs Assessment
	Leading Indicators
Part III:	**Narrative** *(scored - 16 page limit)*:
	Section A: LEA Readiness
	Section B: LEA Commitment & Capacity
	Section C: Program Plan
	Section D: Budget Narrative
	Electronic Budget *(not included in page limit)*

Tiered Intervention Grant
2016-2017

Part I: Cover Page (Complete and attach as the first page of proposal)				
Lead Local Education Agency (LEA)/BOCES Information				
LEA Name:			**LEA/BOCES Code:**	
Mailing Address:			**DUNS #:**	
District Turnaround Project Manager				
Name:		**Title:**		
Telephone:		**E-mail:**		
Program Contact Person (if different)				
Name:		**Title:**		
Telephone:		**E-mail:**		
Fiscal Manager Information				
Name:		**Title:**		
Telephone:		**E-mail:**		
Region: *Indicate the region(s) this proposal will directly impact*				
☐ **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central** ☐ **Southwest** ☐ **Southeast** ☐ **Northeast**				
Total LEA Request: *Indicate the total amount of funding you are requesting for each year as well as the overall total. Please note: An individual budget will be required for each school site totaling to the amount listed below.*				
Year 1 **(Nov. 1, 2016 – June 30, 2018)**		**Year 2** **(July 1, 2018 – June 30, 2019)**		**Total**
$		$		$

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

The Year 1 grant period may be a pre-implementation year. In this case, the electronic budget would only need to reflect costs for Year 1. The full budget will be required with plan due January 2017. However, estimated costs for additional years must be reflected in the Total LEA Request above.

PART IA: SCHOOLS TO BE SERVED

Complete the following information by identifying the priority and focus school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each priority and focus school, as applicable.

The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model.

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS (if applicable)*	INTERVENTION
School ES	xxxxx	X		turnaround

*An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

PART IB: SCHOOL INFORMATION

Complete and attach following Part IA.

School Contact Information	
School Name:	**School Code:**
Contact Name and Title:	
Telephone:	E-mail:
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?	☐ Yes ☐ No

PART IC: ASSURANCES FORM (Complete and attach after Parts IA and B)

The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ (date) , 2017 the Board of (district) _____
hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following:

Federal Assurances:
- Use its Tiered Intervention Grant to implement fully and effectively an intervention in each 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 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;
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements, including baseline data for the year for the year prior to SIG implementation (program guidance can be found at: http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants.)
- Each priority and focus school the LEA commits to serve will receive 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 Assurances:
- If the applicant implements a restart model in a 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 School Improvement Grant application, to recruit, select and provide oversight to external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken as outlined in the approved School Improvement Grant 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 School Improvement Grant funding;
- Provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants);

- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
- Participate in ongoing professional learning opportunities focused on school and district improvement;
- Commit to working with CDE to monitor progress on the UIP and make adjustments to the plan accordingly;
- Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding;
- Participate fully in on-site visits conducted by CDE to every funded school during the grant cycle;
- Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application;
- Participate in the development and submission of any reports necessary to meet statutory requirements (e.g., EdFacts, CSPR) within the time frames specified;
- Maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit;
- Submit budget revision(s), if applicable, to CDE on a quarterly basis for review and approval;
- Submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s);
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program. Specifically, **CDE will**:

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Periodically review school and district UIPs and provide feedback;
- Meet regularly with School/District to review performance data and implementation of improvement efforts, as defined in the UIP;
- Provide guidance regarding allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s);
- Provide support for quarterly budget revisions;
- Provide ongoing technical assistance; and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; additionally interim measures and implementation benchmarks that the LEA may use to hold school(s) and provider(s) accountable.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award with thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Name of Board President	Signature of Board President

Name of District Superintendent	Signature of District Superintendent

Name of Program Contact	Signature of Program Contact

PART ID: WAIVERS *(Complete and attach after IC)*

_____ (District) requests a waiver of the requirements it has selected below.
Please note: If the district does not intend to implement the waiver with respect to each participating school, then it must indicate for which schools it will implement the waiver.

☐   Implementing a schoolwide program in a Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Rural Flexibility

The Colorado Department of Education required that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) that proposes to modify one element of the Turnaround or Transformation model, the LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. LEAs intending to modify an element must complete the Rural Flexibility section of the action plan template for the Turnaround or Transformation models. The description must include the following information:

- Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify; and
- LEA's rationale for the need to modify the element identified.

Note: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it cannot modify the requirement to replace the principal who led the school prior to the implementation of the model.
A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site:
http://www2.ed.gov/programs/reapsrsa/eligible14/index.html

☐   The LEA proposes to modify one element of the Turnaround or Transformation Model as described in the action plan section.

Part IE: Retention of Funds for Service

The Colorado Department of Education (CDE) requests your permission to retain 10% of FY 2016 School Improvement Support Grant (1003(a) school improvement distribution funds). These retained funds will enable CDE to provide support to districts and their eligible schools in comprehensive needs assessment, improvement plan development, professional learning experiences, leadership development, performance management practices, district system planning and consultation, plan implementation and evaluation of the impact of its improvement strategies. ***There is no need to budget for this amount in this application, as it is budgeted for at the state level.***

CDE believes that this technical assistance in the area of school improvement and school turnaround is beneficial to school districts and requests the permission of eligible agencies to reserve the funds necessary to carry out this initiative. Please sign this letter acknowledging that the district releases funds to CDE to provide this support.

Name of School: _____

Signature of Fiscal Representative: _____

Printed Name of Fiscal Representative: _____

Signature of Authorized Representative: _____

Printed Name of Authorized Representative: _____

Part II

Section A: Consultation

Consultation with Staff Members

Please provide the names and titles of the staff consulted and who gave input for this application. CDE staff will contact these staff members as part of the application process. Additional rows may be added.

Name	Title

Consultation with Stakeholders

List each meeting or activity held to consult with stakeholders regarding the LEA's application and TIG model. Indicate the stakeholders present (parents, community members, teachers, staff, school administrators, school board, district staff, students). Describe the general discussion and feedback from the meeting. Supporting evidence may be attached to this application, if necessary (i.e., meeting agendas and notes). Note: The LEA must take into consideration family and community input in selecting the intervention. Additional rows may be added.

Meeting Topic	Date of the Meeting	Stakeholder present	Discussion and Feedback

Section B: Leading Indicators

Please complete the table below, using 2015-2016 for your baseline data.

Leading Indicators	BASELINE SY 2015-2016	SY 2016-2017 Goal	SY 2017-2018 Goal
1. Number of educational minutes within the school year			
2. Number of daily minutes of math instruction			
3. Number of daily minutes of ELA instruction			
4. Student attendance rate (must be a percentage between 0.00 and 100.00)			
5. Percent of students chronically absent			
6. Number of out of school suspensions			
7. Number of referrals			
8. Number of students on track to graduate – HS only			
9. Types of increased learning time offered • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other			
10. Teacher attendance rate (must be a percentage between 0.00 and 100.00)			

Application Scoring *(CDE Use Only)*

Part I: **Proposal Introduction**   No Points

Part II: **Consultation, Needs Assessment & Leading Indicators**

        Section A: Consultation with Staff   /6

                        Consultation with Stakeholders

        Section B: Leading Indicators   /3

Part III: **Narrative**

        Section A: Demographics and Need   /20

        Section B: LEA/BOCES Program Design and Implementation   /35

        Section C: State Performance Measures and Evaluation   /22

        Section D: Electronic Budget, Budget Narrative and Funding Chart   /15

                                                 Total: **/101**

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

Selection Criteria & Evaluation Rubric

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, applicants must score at least 80 points of the 101 points possible and all required parts must be addressed. Applications that score below 80 points may be asked to submit revisions that would bring the application up to a fundable level.

Part I: Proposal Introduction (No Points)

- Cover Page, Schools to be Served, School Information, Assurances Form, Waiver Form and Retention of Funds Form
  Attach as the first five items of the proposal.
- Executive Summary
  Provide a brief summary of the program in one paragraph. Include the number of students to be served, a description of the intended services and an overview of project collaborators. This abstract will be posted on the CDE webpage. This summary does not count toward the 16-page narrative page limit and will not be scored.
- Table of Contents
  Place a table of contents after the Executive Summary.

Part II: Consultation, Needs Assessment & Leading Indicators (9 Points)

Complete the tables found on pages 17-18 to address Sections A-B and attach after the Table of Contents. The following criteria will be used by reviewers to evaluate Part II.

Section A: Consultation with Staff & Stakeholders	Did not Address	Addressed
1) The LEA has submitted a complete Consultation with Staff table that clearly documents the staff consulted with regarding the application.	0	3
2) The LEA has submitted a complete Consultation with Stakeholders table that clearly documents multiple activities/meetings/discussions to engage with stakeholders regarding the application.	0	3
Reviewer Comments:		
TOTAL POINTS		**/6**

Section B: Leading Indicators	Did not Address	Addressed
1) The LEA submitted appropriate data and completed Leading Indicators table.	0	3
Reviewer Comments:		
TOTAL POINTS		**/3**

Part III: Application Narrative (92 Points)

Complete a narrative to address Sections A-D described below. Please note that the total narrative may be no longer than 16 pages (not including the Cover Page, Schools to be Served, School Information, Assurances Form, Waiver Form, Executive Summary, and Excel budget workbook). Charts may be used when appropriate to provide information in some of the sections as long as the 16 page maximum is followed. Proposals that do not follow the narrative instructions will be disqualified.

Section A: LEA Readiness	Not Addressed or Met No Criteria *(information not provided)*	Met One or More Criteria *(requires additional clarification)*	Met All Criteria *concise and thoroughly developed*
2) Describe the skills and competencies this principal embodies that will enable him/her to lead the turnaround work at the school. Describe the principal's relationship with the school community. Include the leader's resume with this application.	0	3	5
3) Describe patterns, core issues of academic concern, and possible root causes for academic concerns in the identified school.	0	3	5
4) Describe district capacity and staffing structure to support its lowest performing schools. Describe support (frequency and purpose of site visits, dedicated staff) and technical assistance provided by LEA to low-performing schools. Explain how this is different from support all other schools receive.	0	3	5
5) Describe how the LEA and school will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.	0	3	5
Reviewer Comments:			
		TOTAL POINTS	**/ 20**

Section B: LEA Commitment & Capacity	Not Addressed or Met No Criteria *(information not provided)*	Met One or More Criteria *(requires additional clarification)*	Met All Criteria *concise and thoroughly developed*
1) Describe the *specific* actions the district has taken (or will take) to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements). Please attach documentation including district and/or school schedules, MOUs between schools and district and external partners, district organizational charts, Election to Work agreements, and budget policies.	0	5	10

	Not Addressed or Met No Criteria	Met One or More Criteria	Met All Criteria
2) Describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance (e.g., interviews, screening tools created). Please attach documentation of RFP criteria, external partner evaluation tools, etc.	0	2	5
3) Describe the specific actions the district will take to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources).	0	5	10
4) Describe how the district will monitor the implementation of the selected intervention model at each school and how the district will know whether planned interventions and strategies are working. Indicate which data will be used to determine whether improvement efforts are having the desired effects on student outcomes. Describe the process the district will establish to frequently monitor the effectiveness of the school improvement plans.	0	5	10
Reviewer Comments:			
TOTAL POINTS			**/35**

Section C: Program Plan	Not Addressed or Met No Criteria *(information not provided)*	Met One or More Criteria *(requires additional clarification)*	Met All Criteria *concise and thoroughly developed)*
1) Identify the TIG model to be used as an intervention for the school. Describe the factors and data (including diagnostic review data) that make the model a good fit for the needs of the school.	0	3	7
2) Describe your root causes or challenges. Indicate which strategies will be used to address those challenges. Describe how the grant will help the school implement these strategies.	0	10	15
3) Submit the Model Requirement Implementation Plan and Target Setting Sheet (Attachment D) for the site. Use the template to clearly describe action steps to address the requirements of the selected intervention.	**Not submitted or incomplete** ☐		**Submitted and complete** ☐
Reviewer Comments:			
TOTAL POINTS			**/22**

Section D: Budget Narrative & Electronic Budget

Budget Narrative *Include a budget narrative that addresses the following criteria:*	**Not Addressed or Met No Criteria** *(information not provided)*	**Met One or More Criteria** *(requires additional clarification)*	**Met All Criteria** *concise and thoroughly developed*
1) Provide a narrative describing how costs contribute to plan goals and the specific model. All expenditures described in the budget narrative are aligned with the electronic budget and are justified in connection to project goals, activities and specific model. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.	0	3	7
2) Describe the amount of school improvement dollars used by the LEA to *support* implementation of the selected school intervention model and clearly detail the activities.	0	2	5
3) Demonstrate how the district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how existing funds will be reallocated to sustain grant after federal funding ends).	0	1	3
Electronic Budget *Attach Electronic Budget following the application narrative. (Not included in 16-page limit)*			
4) Provide a two-year electronic budget in compliance with CDE's standard fiscal rules. *(Required)*	**Not submitted or incomplete** ☐		**Submitted and complete** ☐
Note: *A final budget and budget narrative will be required after actual allocations are determined. Upon approval of a final budget and budget narrative, funds will be released to the grantees. 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 school the LEA commits to serve.*			
Reviewer Comments:			
TOTAL POINTS			**/ 15**

2016 Tiered Intervention Grant
Eligible Schools

Note:

- All approvable TIG applications from Priority Schools(TIG Eligible) in Colorado must be funded before any applications from Focus Schools are funded.
- An LEA must apply for all Priority Schools (TIG Eligible) in the district before it may apply for any eligible Focus Schools.
- LEAs with only focus schools may apply for those schools. However, CDE must fund all approvable Priority School applications (TIG Eligible) before it funds any approvable Focus School applications.

District Number	District Name	School Number	School Name	EMH	EMH All	Reason for Identification
0020	ADAMS 12 FIVE STAR SCHOOLS	1878	CORONADO HILLS ELEMENTARY SCHOOL	E	E	Current Focus School
0020	ADAMS 12 FIVE STAR SCHOOLS	6376	NORTH STAR ELEMENTARY SCHOOL	E	E	Current Focus School
0020	ADAMS 12 FIVE STAR SCHOOLS	2582	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E	E	Current Focus School
0020	ADAMS 12 FIVE STAR SCHOOLS	8361	STUKEY ELEMENTARY SCHOOL	E	E	Current Focus School
0020	ADAMS 12 FIVE STAR SCHOOLS	5814	THE INTERNATIONAL SCHOOL AT THORNTON MIDDLE	M	M	Current Focus School
0020	ADAMS 12 FIVE STAR SCHOOLS	8842	THORNTON ELEMENTARY SCHOOL	E	E	Current Focus School
0030	ADAMS COUNTY 14	1426	CENTRAL ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0030	ADAMS COUNTY 14	6534	HANSON ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0030	ADAMS COUNTY 14	0186	ALSUP ELEMENTARY SCHOOL	E	E	Current Focus School
0030	ADAMS COUNTY 14	2308	DUPONT ELEMENTARY SCHOOL	E	E	Current Focus School
0030	ADAMS COUNTY 14	4536	KEMP ELEMENTARY SCHOOL	E	E	Current Focus School
0180	ADAMS-ARAPAHOE 28J	2998	FLETCHER COMMUNITY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0180	ADAMS-ARAPAHOE 28J	7558	SABLE ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0180	ADAMS-ARAPAHOE 28J	9060	VAUGHN ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement

District Number	District Name	School Number	School Name	EMH	EMH All	Reason for Identification
0180	ADAMS-ARAPAHOE 28J	9140	VIRGINIA COURT ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0180	ADAMS-ARAPAHOE 28J	9514	WHEELING ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0180	ADAMS-ARAPAHOE 28J	4970	LANSING ELEMENTARY COMMUNITY SCHOOL	E	E	Current Focus School
0180	ADAMS-ARAPAHOE 28J	5361	LYN KNOLL ELEMENTARY SCHOOL	E	E	Current Focus School
0180	ADAMS-ARAPAHOE 28J	6310	NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY	M	M	Current Focus School
0180	ADAMS-ARAPAHOE 28J	7932	SIXTH AVENUE ELEMENTARY SCHOOL	E	E	Current Focus School
0180	ADAMS-ARAPAHOE 28J	8078	SOUTH MIDDLE SCHOOL	M	M	Current Focus School
1620	AGUILAR REORGANIZED 6	0058	AGUILAR ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
1620	AGUILAR REORGANIZED 6	0066	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	M	MH	Current Focus School
1620	AGUILAR REORGANIZED 6	0066	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	H	MH	Current Focus School
0100	ALAMOSA RE-11J	0368	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE	H	MH	TIG Eligible: Lowest 5% Achievement
0100	ALAMOSA RE-11J	0368	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE	M	MH	TIG Eligible: Lowest 5% Achievement
8001	CHARTER SCHOOL INSTITUTE	4699	NEW AMERICA SCHOOL - THORNTON	H	H	TIG Eligible: Lowest 5% Achievement / Low grad rate
8001	CHARTER SCHOOL INSTITUTE	6219	NEW AMERICA SCHOOL - LOWRY	H	H	Current Focus School
8001	CHARTER SCHOOL INSTITUTE	0654	THE PINNACLE CHARTER SCHOOL ELEMENTARY	E	E	Current Focus School
8001	CHARTER SCHOOL INSTITUTE	9785	YOUTH & FAMILY ACADEMY CHARTER	H	MH	Current Focus School
1010	COLORADO SPRINGS 11	8457	JACK SWIGERT AEROSPACE ACADEMY	M	M	Current Focus School
1010	COLORADO SPRINGS 11	9445	WEST ELEMENTARY SCHOOL	E	E	Current Focus School
0880	DENVER COUNTY 1	1748	COLORADO HIGH SCHOOL CHARTER	H	H	TIG Eligible: Low grad rate - Title I Served
0880	DENVER COUNTY 1	1846	COLUMBINE ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	3426	GILPIN MONTESSORI PUBLIC SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	3778	HARRINGTON ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	4656	KEPNER MIDDLE SCHOOL	M	M	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	5448	MANUAL HIGH SCHOOL	H	H	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	8145	SUMMIT ACADEMY	H	MH	TIG Eligible: Lowest 5% Achievement / Low grad rate

District Number	District Name	School Number	School Name	EMH	EMH All	Reason for Identification
0880	DENVER COUNTY 1	8909	TREVISTA ECE-8 AT HORACE MANN	E	EM	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	8909	TREVISTA ECE-8 AT HORACE MANN	M	EM	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	9050	VALVERDE ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement
0880	DENVER COUNTY 1	0010	ABRAHAM LINCOLN HIGH SCHOOL	H	H	Current Focus School
0880	DENVER COUNTY 1	0067	ACADEMY OF URBAN LEARNING	H	H	Current Focus School
0880	DENVER COUNTY 1	1866	ACE COMMUNITY CHALLENGE SCHOOL	H	MH	Current Focus School
0880	DENVER COUNTY 1	0220	AMESSE ELEMENTARY SCHOOL	E	E	Current Focus School
0880	DENVER COUNTY 1	0650	BEACH COURT ELEMENTARY SCHOOL	E	E	Current Focus School
0880	DENVER COUNTY 1	1400	CENTENNIAL A SCHOOL FOR EXPEDITIONARY LEARNING (formerly CENTENNIAL ECE-8 SCHOOL)	E	E	Current Focus School
0880	DENVER COUNTY 1	1295	COLLEGIATE PREPARATORY ACADEMY	H	H	Current Focus School
0880	DENVER COUNTY 1	5844	CONTEMPORARY LEARNING ACADEMY	H	MH	Current Focus School
0880	DENVER COUNTY 1	2188	DENVER CENTER FOR 21ST LEARNING AT WYMAN	M	MH	Current Focus School
0880	DENVER COUNTY 1	2188	DENVER CENTER FOR 21ST LEARNING AT WYMAN	H	MH	Current Focus School
0880	DENVER COUNTY 1	3000	FLORENCE CRITTENTON HIGH SCHOOL	H	H	Current Focus School
0880	DENVER COUNTY 1	3512	GOLDRICK ELEMENTARY SCHOOL	E	E	Current Focus School
0880	DENVER COUNTY 1	8054	HENRY WORLD SCHOOL GRADES 6-8	M	M	Current Focus School
0880	DENVER COUNTY 1	4494	JUSTICE HIGH SCHOOL DENVER	H	H	Current Focus School
0880	DENVER COUNTY 1	5608	MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	E	E	Current Focus School
0880	DENVER COUNTY 1	6239	NOEL COMMUNITY ARTS SCHOOL	M	MH	Current Focus School
0880	DENVER COUNTY 1	6239	NOEL COMMUNITY ARTS SCHOOL	H	MH	Current Focus School
0880	DENVER COUNTY 1	7163	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	M	MH	Current Focus School
0880	DENVER COUNTY 1	7163	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	H	MH	Current Focus School
0880	DENVER COUNTY 1	0040	RIDGE VIEW ACADEMY CHARTER SCHOOL	H	H	Current Focus School
0880	DENVER COUNTY 1	7698	SCHMITT ELEMENTARY SCHOOL	E	E	Current Focus School
0880	DENVER COUNTY 1	8053	SOAR AT GREEN VALLEY RANCH	E	E	Current Focus School
0880	DENVER COUNTY 1	8132	SOUTHWEST EARLY COLLEGE	H	H	Current Focus School

District Number	District Name	School Number	School Name	EMH	EMH All	Reason for Identification
0880	DENVER COUNTY 1	8995	VISTA ACADEMY	H	MH	Current Focus School
0880	DENVER COUNTY 1	9739	WYATT ACADEMY	E	EM	Current Focus School
0880	DENVER COUNTY 1	9739	WYATT ACADEMY	M	EM	Current Focus School
0900	DOUGLAS COUNTY RE 1	3995	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL	H	H	Current Focus School
0910	EAGLE COUNTY RE 50	4838	JUNE CREEK ELEMENTARY SCHOOL	E	E	Current Focus School
2520	EAST OTERO R-1	4841	LA JUNTA INTERMEDIATE SCHOOL	E	E	Current Focus School
0120	ENGLEWOOD 1	1556	CHERRELYN ELEMENTARY SCHOOL	E	E	Current Focus School
1110	FALCON 49 (Moved from CSI as of 2013)	3475	GOAL ACADEMY	H	H	Current Focus School
3120	GREELEY 6	1384	CENTENNIAL ELEMENTARY SCHOOL	E	E	Current Focus School
3120	GREELEY 6	4438	JOHN EVANS MIDDLE SCHOOL	M	M	Current Focus School
3120	GREELEY 6	5620	MAPLEWOOD ELEMENTARY SCHOOL	E	E	Current Focus School
3120	GREELEY 6	6774	MARTINEZ ELEMENTARY SCHOOL	E	E	Current Focus School
1390	HUERFANO RE-1	3306	GARDNER ELEMENTARY SCHOOL	M	EM	Current Focus School
1540	IGNACIO 11 JT	4252	IGNACIO ELEMENTARY SCHOOL	E	E	Current Focus School
1420	JEFFERSON COUNTY R-1	6237	NEW AMERICA SCHOOL	H	H	Current Focus School
1420	JEFFERSON COUNTY R-1	6848	PENNINGTON ELEMENTARY SCHOOL	E	E	Current Focus School
1420	JEFFERSON COUNTY R-1	9154	VIVIAN ELEMENTARY SCHOOL	E	E	Current Focus School
1510	LAKE COUNTY R-1	4901	LAKE COUNTY INTERMEDIATE SCHOOL (formerly LAKE COUNTY MIDDLE SCHOOL)	E	E	Current Focus School
1510	LAKE COUNTY R-1	9486	WESTPARK ELEMENTARY SCHOOL	E	E	Current Focus School
0010	MAPLETON 1	0509	CLAYTON PARTNERSHIP SCHOOL	E	EM	Current Focus School
0010	MAPLETON 1	0263	GLOBAL LEADERSHIP ACADEMY	E	EMH	Current Focus School
0010	MAPLETON 1	0501	MONTEREY COMMUNITY SCHOOL	E	EM	Current Focus School
0010	MAPLETON 1	0504	WELBY MONTESSORI SCHOOL	E	E	Current Focus School
2740	MONTE VISTA C-8	6036	BILL METZ ELEMENTARY SCHOOL	E	E	Current Focus School
2035	MONTEZUMA-CORTEZ RE-1	5436	MANAUGH ELEMENTARY SCHOOL	E	E	TIG Eligible: Lowest 5% Achievement

District Number	District Name	School Number	School Name	EMH	EMH All	Reason for Identification
2035	MONTEZUMA-CORTEZ RE-1	4546	KEMPER ELEMENTARY SCHOOL	E	E	Current Focus School
2035	MONTEZUMA-CORTEZ RE-1	5836	MESA ELEMENTARY SCHOOL	E	E	Current Focus School
2690	PUEBLO CITY 60	0822	BESSEMER ELEMENTARY SCHOOL	M	EM	TIG Eligible: Lowest 5% Achievement
2690	PUEBLO CITY 60	4376	RISLEY INTERNATIONAL ACADEMY OF INNOVATION	M	M	TIG Eligible: Lowest 5% Achievement
2690	PUEBLO CITY 60	0822	BESSEMER ELEMENTARY SCHOOL	E	EM	Current Focus School
2690	PUEBLO CITY 60	1304	CARLILE ELEMENTARY SCHOOL	E	E	Current Focus School
2690	PUEBLO CITY 60	3206	HEROES MIDDLE SCHOOL (formerly FREED MIDDLE SCHOOL)	M	M	Current Focus School
2690	PUEBLO CITY 60	4302	IRVING ELEMENTARY SCHOOL	E	E	Current Focus School
2690	PUEBLO CITY 60	5916	MINNEQUA ELEMENTARY SCHOOL	E	E	Current Focus School
2690	PUEBLO CITY 60	7481	RONCALLI STEM ACADEMY (formerly RONCALLI MIDDLE SCHOOL)	M	M	Current Focus School
0040	SCHOOL DISTRICT 27J	6294	NORTH ELEMENTARY SCHOOL	E	E	Current Focus School
0470	ST VRAIN VALLEY RE 1J	6404	NORTHRIDGE ELEMENTARY SCHOOL	E	E	Current Focus School
1560	THOMPSON R2-J	9260	HAROLD FERGUSON HIGH SCHOOL	H	H	Current Focus School
3210	WRAY RD-2	9729	BUCHANAN MIDDLE SCHOOL	E	EM	Current Focus School

School is both TIG eligible and a current Focus school.	
School is TIG eligible.	
Current Focus School.	

Attachment B: Allowable Use of Funds – Pre-Implementation

The following is a list of allowable uses of funds for pre-implementation:

- Engage a planning consultant to assist in the planning year
- Ongoing planning and consultation with stakeholders (teachers, parents, community members)
- Costs associated with recruitment and selection of the new principal
- 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.
- Engaging with a lead partner to assist with implementation of the intervention model
- Costs associated with recruitment of staff who support the vision and approach of the turnaround effort
- Physical plant changes – repair, clean and freshen up the building and grounds to convey in concrete terms that change is on the way

For additional guidance, regarding physical plant changes, please reference updated SIG Guidance for awards made with FY 2014 funds (March, 2015) at http://www2.ed.gov/programs/sif/index.html

Attachment C: Examples of Allowable Uses of Funds

Please note: **A comprehensive list of allowable activities can be found in "Guidance on School Improvement Grants" issues by the U.S. Department of Education in March 2015.**
http://www2.ed.gov/programs/sif/index.html

Turnaround Model
- On-going, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program;
- Training in data analysis to inform and differentiate instruction;
- Financial incentives to recruit, place and retain staff with skills necessary to meet the needs of students in the turnaround school;
- Appropriate social-emotional and community oriented services and supports for students;
- Stipends that provide additional time for data meetings, Review of curriculum to make sure it is research-based and vertically aligned from one grade to the next as well as aligned with State Academic standards, establishing schedules that will provide increased learning time;
- Costs associated with developing local competencies;
- Costs associated with implementing a new school model;

Restart Model
Please Note: Any of the allowable activities in the turnaround or transformation model are allowable in the restart model.

- Services from an education management organization (EMO) that has been selected through a rigorous review process or a charter school operator (CMO).

School Closure
Please Note: The funds allocated for a school closure are not subject to renewal since it is limited to the time necessary to close the school (usually one year or less)

- Costs that are associated with general responsibilities IF the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.
- Necessary and reasonable costs associated with closing a Tier I or Tier II school , such as costs related to parent and community outreach, including , but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meeting regarding the school closures; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes.

Transformation Model
- Costs associated with the development of a rigorous, transparent, and equitable evaluation system for teacher and principals that take into account student growth data, and are designed and developed with teacher and principal involvement.
- Rewards for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation.
- 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.

- 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 model.
- Additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.
- Costs associated with implementing a schoolwide "response-to-intervention" model.
- Additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
- Technology-based supports and interventions as part of the instructional program.
- Enrollment in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers.
- Summer transition programs or freshman academies.
- Costs associated with credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
- Stipends for additional time to create early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.
- Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
- Positive behavioral supports or taking steps to eliminate bullying and student harassment.
- Costs associated with full-day kindergarten or pre-kindergarten.
- On-going, intensive support for school site(s) from LEA or external lead partner organization (such as a school turnaround organization or an EMO).

Secondary School Success Model (State Determined Model)
- Select a school leader to lead the transformation, ensuring a track record of successful turnaround leadership.
- Use evaluations based on student achievement/growth and identify and reward school leaders, teachers, and other staff who improve student achievement and identify and remove those who do not.
- Provide relevant, ongoing, job-embedded PD.
- Implement strategies designed to recruit, place, and retain high-quality staff interested in supporting secondary school transformation.
- Implement a comprehensive, researched-based instructional program that are vertically aligned from one grade level to the next, as well as aligned with the CO Academic Standards.
- Create structures to support students, particularly in transition from 8th-9th grade, in intervention and credit recovery. Ensure students who are receiving interventions or credit-recovery opportunities have access to grade-level content.
- Create data systems to identify students who are on- and off-track to graduate and use data to monitor the effectiveness of the instructional program and provide timely and rigorous interventions.
- Offer credit recovery opportunities that address the challenges that prevented students from previous success. Ensure that teachers certified in the appropriate subject oversee the courses. Offer these courses during non-traditional hours (e.g. before- or after-school, evenings, and weekends)
- Establish strategies to create small learning communities to increase student engagement and teacher involvement. Schools may create thematic communities around academics or careers.

- Create structures to support students in dual-enrollment through concurrent enrollment, AP, and college in the schools.
- Provide opportunities for students to participate in internships or externships with local businesses and organizations.
- Provide expanded time for teachers to engage in collaboration and professional development. Build time and incentives for collaboration between high school teachers and post-secondary institutions.
- Establish a positive and safe school culture with a focus on high expectations and college and career readiness for all students.
- Develop a specific, rigorous attendance plan to increase average daily attendance and decrease chronic absenteeism.
- Create discipline policies that encourage alternatives to suspensions.
- Maintain close communication with students and families.

Early Learning Model
- Costs associated with full day kindergarten
- Costs associated with expanding a high quality pre-school program
- Joint planning time
- Cost associated with replacing the principal
- Cost associated with a rigorous, transparent and equitable teacher evaluation system
- Rewards for school leaders, teachers and other staff have increased student achievement

Evidence-Based Whole School Reform Model
- Partner with an external agency from What Works Clearing house to implement the identified Evidence-based Whole School Reform model.

Attachment D: Model Requirement Implementation Plan and Target Setting Templates

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)
Turnaround Model*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
LEA replaces the principal and grants the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.					
LEA uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. • Screens all existing staff and rehire no more than 50 percent • Selects new staff					
LEA implements 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 the turnaround school.					
LEA provides 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 that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.					
LEA adopts a new governance structure, which may include, but is not limited to, requiring the school to report a new "turnaround office" in the LEA or SEA, hires a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.					
LEA uses 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.					
LEA promotes 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.					
LEA establishes schedules and implements strategies that provide increased learning time.					
LEA provides appropriate social-emotional and community-oriented services and supports for students.					

The Colorado Department of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP), which proposes to modify one element of the Turnaround Model, will describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the:

☐ Identification of the specific element of the Turnaround model that the LEA proposes to modify:

_____

_____

☐ LEA's rationale for the need to modify the element identified:

_____

_____

_____

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site: http://www2.ed.gov/nclb/freedom/local/reap.html

*For additional information on the Turnaround Model see pages 4-8 of the Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965

http://www2.ed.gov/programs/sif/index.html
Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)

Restart Model*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school					

*For additional information on the Restart Model see pages 9-11 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

http://www2.ed.gov/programs/sif/index.html

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)
School Closure*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.					
LEA officials will engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools.					

*For additional information on the Closure Model see pages 12 – 14 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

http://www2.ed.gov/programs/sif/index.html

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)
Transformation*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
LEA replaces the principal who led the school prior to commencement of the transformation model.					
LEA uses rigorous, transparent, and equitable evaluation systems for teachers and principals that: • Take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and Are designed and developed with teacher and principal involvement.					
LEA identifies and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifies and removes those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.					
LEA provides 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 that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.					
LEA implements 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 the turnaround school.					

The Colorado Department of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP), which proposes to modify one element of the Transformation Model, will describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the:

☐   Identification of the specific element of the Transformation model that the LEA proposes to modify:

_____

_____

☐   LEA's rationale for the need to modify the element identified:

_____

_____

_____

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site: http://www2.ed.gov/nclb/freedom/local/reap.html

*For additional information on the Transformation Model see pages 14-20 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

http://www2.ed.gov/programs/sif/index.html

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)
Evidence-Based Whole-School Reform Model*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel

The Colorado Department of Education requires that LEAs the propose to use 1003(g) funds to implement an evidence-based whole-school reform model in its selected school(s) ensure that the model chosen meeting the following criteria:
 	
The model must be designed to:
 	
(1) Improve student academic achievement or attainment;
(2) Be implemented for all students in a school; and
(3) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
    o   School leadership;
    o   Teaching and learning in at least one full academic content area (including professional learning for educators);
    o   Student non-academic support; and
    o   Family and community engagement.
 	
An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the Department as meeting applicable requirements. For a list of the USDE approved Evidence-Based, Whole-School Reform Models go to the following link: http://www2.ed.gov/programs/sif/sigevidencebased/index.html
 	
Note: Prior to approving the application of an LEA seeking to implement a selected evidence-based whole-school reform model, an SEA must ensure the appropriateness of the model by considering the extent to which the evidence supporting the model includes a sample population or setting similar to the population or setting of the school to be served (see I-2) of the USDE Guidance.					

Evidence-Based Reform-Model Selection process:					
An LEA must implement an evidence-based whole-school reform model in partnership with a model developer. Section I.A.3 of the final requirements defines "whole-school reform model developer" as an entity or individual that:					

(1) Maintains proprietary rights for the model; or
(2) If no entity or individual maintains proprietary rights for the model, has a demonstrated record of success in implementing a whole-school reform model (as defined in the final requirements) and is selected through a rigorous review process that includes a determination that the entity or individual is likely to produce strong results for the school.
Evidence-based Whole-school Model Developer selection monitoring and evaluation process

*For additional information on the Evidence-Based Whole-School Reform Model see pages 64-65 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

http://www2.ed.gov/programs/sif/index.html

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)
Early Learning Model*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
Offer Full Day Kindergarten					
Establish or Expand a High Quality preschool program (as defined in these requirements) 7244 - 7245 Federal Register / Vol. 80, No. 26 / Monday, February 9, 2015 / Rules and Regulations (see definition below this table)					
Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher student interactions					
Replace the principal who led the school prior to commencement of the early learning model					
Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals designed and developed with teacher and principal involvement, that meet the requirements described in I.A.2(d)(1)(A)(ii)					
Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;					
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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable;					

Use data to identify and implement an instructional program that— (A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and (B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;					
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 educational and developmental needs of individual students;					
Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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 implement successfully school reform strategies.					

NOTE: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it <u>cannot</u> modify the requirement that the principal who led the school prior to the implementation of the model must be replaced.

*For additional information on the Early Learning Model see pages 66-69 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

http://www2.ed.gov/programs/sif/index.html

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)
Secondary Success Model (State-Determined Model)*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel

LEA identifies strong school leadership by:
      Reviewing the performance of the current principal in order to demonstrate that the current principal has a proven track record of success;
      or Replacing the principal with a leader with a track record of turnaround success					

LEA provides operational flexibility in the area of staffing in order to ensure that teachers are effective and able to improve instruction by
      Requiring a review of all staff and retaining only those who are determined to be effective and have the ability to be successful in supporting the turnaround effort; and
      Preventing ineffective teachers from transferring to a TIG funded school
      Implementing strategies designed to recruit, place, and retain high-quality staff interested in supporting secondary school transformation					

LEA provides operational flexibility in the following areas:
      Scheduling in order to align use of instructional time with identified student performance goals, including but not limited to establishing schedules and strategies that provide increased learning time
      Curriculum in order to strengthen the school's instructional program through assistance in the identification of an articulated instructional model that is research-based, rigorous, aligned to the Colorado Academic Standards, and responsive to the needs of the student population
      Budget authority					

LEA establishes systems that: • Identify, select, and retain high-quality staff interested in supporting secondary school transformation with a proven track record of effectiveness • Use evaluations based on student achievement/growth and reward school leaders, teachers, and other staff who improve student achievement and identify and remove those who do not • Provide ongoing, relevant, job-embedded professional development related but not limited to the following o The comprehensive instructional program; and • Use of data to inform instruction					

LEA establishes a system that: • Develop and implement a specific, rigorous attendance plan to increase average daily attendance and decrease chronic absenteeism. • Implement a data system that identifies students who are off-track to graduate • Creates interventions to rapidly address and support students who are off track to graduate					
LEA creates structures to support students in the transition from 8th to 9th grade, including but not limited to the following: Student advisory Study skills Intensive academic supports and interventions					
LEA creates opportunities and structures to support students in credit recovery and post-secondary readiness, including: Credit recovery options during the school day and non-traditional hours Structures and opportunities for students to engage in college-level coursework (e.g. AP, dual enrollment) Establish opportunities for students to engage in non-traditional, career focused learning including externships, internships, and experiential learning					
LEA fosters a positive academic school culture by: Creating and implementing discipline policies that encourage alternatives to suspension and address students' social, emotional, and health needs. Developing and implementing a communication plan that ensures ongoing communication with students and families Developing and implementing a strategy to engage stakeholders in the improvement process and leverage community partnerships for improvement activities					

*For additional information on the State-Determined Model see pages 69-70 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

http://www2.ed.gov/programs/sif/index.html

School Leading Indicators/Student Data Template

(School Name)	SCHOOL LEADING INDICATORS / STUDENT DATA																				
SUBJECT	Grade/Level	Measure and Metric of Assessment	EOY Target	Baseline Results	OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH		APRIL		END OF YEAR		RESULTS VS TARGET	GROWTH FROM BASELINE
					Target	Results (% P+)	Target	Results (% P+)	Target	Results (% P+)	Target	Results (% P+)	Target	Results (% P+)	Target	Results (% P+)	Target	Results (% P+)	Target	Results (% P+)		
STUDENT CULTURE	Overall	Average Daily Attendance																	0%			
	Overall	% Chronic Absenteeism																	0%			
	Overall	Out of School Suspensions																	0%			
	Overall	In School Suspensions																	0%			
	Overall	# Referrals																	0%			
	-	-																	0%			
	-	-																	0%			
	-	-																	0%			
	-	-																	0%			
	-	-																	0%			

READING	Overall	-																		
	-	-														0%			
	-	-														0%			
	-	-														0%			
	-	-														0%			
	-	-														0%			
WRITING	Overall	-														0			
	-	-														0			
	-	-														0			
	-	-														0			
	-	-														0			
	-	-														0			
MATH	Overall	-																	
	-	-														0%			
	-	-														0%			
	-	-														0%			
	-	-														0%			
	-	-														0%			

Attachment F: Letter of Intent

If interested in applying for this grant opportunity, please complete the **Required Letter of Intent** by **Friday, January 13, 2017.** Submit online via SurveyMonkey at: https://www.surveymonkey.com/r/TIGRND2.

Below is a screenshot of the information requested in the Letter of Intent.

Tiered Intervention Grant 2017 - Letter of Intent
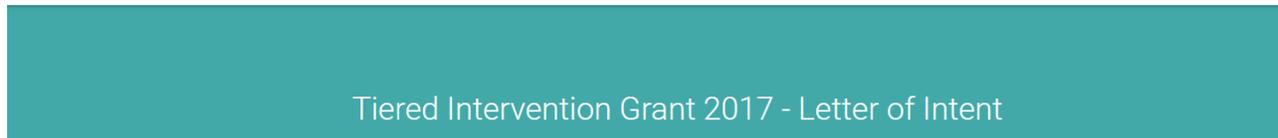
Letters of Intent due Friday, January 13, 2017, by 11:59 pm.

1. Please complete the information requested below to indicate your intention to apply for the **Tiered Intervention Grant 2017**.

   Name of LEA:

   Recipient Schools:

   Name of Authorized Representative:

   Name of Contact for the Proposal:

   Contact Telephone Number:

   Contact E-mail Address

2. I affirm that I am the named authorized representative from the LEA, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.

   Done

Attachment G: TIG On-site Protocol and Rubric

TIG On-site Protocol and Rubric

Each school that submits an application must complete a school site visit. The focus of the school site visit will be for CDE to learn more about a school's needs, verify alignment between a school's written application and interview, and ensure school stakeholders understand the requirements of the TIG program. The rubric on pages 49-50 will be used to verify information provided within the application. If district, school staff and stakeholders are not able to verify the information provided in the application, or fail to demonstrate an understanding of the program, the recommendation to fund will be withdrawn.

Please complete and return a site visit schedule at least 24 hours prior to the school's scheduled site visit date. Site visits should be scheduled for no longer than four hours, and include time for each of the elements listed below. We are hoping to be able to visit with a cross section of teachers, but *do not* expect the school to pay for substitutes. We are happy to meet with teachers or staff (e.g. coaches, APs) who have free periods. CDE staff can split up during the visit to meet with various groups.

Site Visit Elements

Site Visit Element	Min - Max Duration
Arrival & Introductions	10 Minutes
Principal/District Partner Interview	30-45 Minutes
Teacher/Staff Interview	30-60 Minutes
Family/Community Interview	30-60 Minutes

Sample Site Visit Schedule

Time	Activity
9:15-9:30AM	**Arrival and Introductions**
9:30-10:15	**Principal/District Partner interview**
10:30-11:00	**Teacher/staff focus groups** This group should be a cross-section of school community members who helped develop the TIG application (e.g. teachers, parents, staff)
11:00-11:30	**Family/Community Interview**
11:30-11:45	**Closing: Discussion of themes, Q and A** **(CDE, Principal and District Partner)**

Principal/Leadership Interview Questions

Question(s)
1) Describe your mission and vision and where you hope the school will be in 5 years. How will you know?
2) Tell us about how you selected the Tiered Intervention Grant model and why it's a good fit for your school.
3) Describe your school's core needs and challenges. Please include academic interventions, social emotional and attendance.
4) What are your priorities or major improvement strategies as a school?
5) Describe how you will use TIG funds to implement your major improvement strategies.
6) How do you communicate with various stakeholders in your building (students, teachers, parents)? How were stakeholders involved in the development of the TIG application?
7) What kind of autonomy does the school have in terms of hiring, budget, calendar and curriculum?
8) Describe the type of support you currently receive from the district -- how might that support change with the TIG grant? What support would you like from the district and from CDE?

District Partner Interview Questions

Question(s)
1) Can you tell us about why this school would be a good fit for the TIG and describe your understanding of the work required on the school and district's part to implement the TIG?
2) What are your thoughts about the current strengths and challenges at the school?
3) What kinds of differentiated support does the school currently receive from central administrators?
4) What kind of autonomy does the school have in terms of hiring, budget, calendar and curriculum?
5) Describe the skills and competencies this principal embodies that will enable him/her to lead the turnaround work at the school.
6) Describe how the community was involved in developing the TIG plan.

Teacher/Staff Focus Group Questions

Question(s)
1) Describe your mission and vision and where you hope the school will be in 5 years. How will you know?
2) How do you use data to create a focus on continuously improving student achievement? What are your data sources?
3) Describe the student culture in the building and in your classroom. How do you know?
4) What kind of feedback do you receive from your principal regarding your performance?
5) In your opinion, what are the school's priorities or what is the school focusing on?
6) How were you involved in setting the school's priorities?
7) How will the TIG help you implement the improvement strategies?
8) What type of professional development opportunities do you feel you need in order to implement the improvement strategies?

Parent/Community Interviews

Question(s)
1) How long have you been part of the school community?
2) Describe, generally, what you know about the Tiered Intervention Grant program and how it will impact the school.
3) What opportunities do you have to make suggestions or give feedback to the school?
4) How have you been involved in the school this year?
5) How does the school communicate with you? Are there ways to improve communication and information sharing?
6) How are you and other parents/community members encouraged to attend meetings or activities at the school?
7) How could the school be more welcoming to families and the community?

Onsite Review Evaluation *(CDE Use Only)*

The rubric below will be used to verify information provided within the application. If district, school staff and stakeholders are not able to verify the information provided in the application, or fail to demonstrate an understanding of the program, the recommendation to fund will be withdrawn.

	Unable to Verify Information Presented in Application	Meets Expectations: Application Information Verified	Exceeds Expectations: Application Information Fully Verified
	☐	☐	☐
Principal Interview	• Principal interview does not reveal a deep understanding of school needs. • Principal is inconsistent in articulating strategies for improvement and interview does reflect written application. • Principal cannot give examples of how stakeholders contributed to planning.	• Principal interview reveals consistency in school needs. • Principal explains how TIG funds will be used to implement strategies. • Principal indicates stakeholders involved in planning process.	• Principal interview adds to understanding of school needs • Principal explains how TIG funds will be leveraged as a part of comprehensive reform process. • Principal gives examples of how stakeholders contributed to planning process.
Reviewer Comments:			
	☐	☐	☐
District Partner	• District partner cannot speak to principals' unique qualifications for turnaround work. • District partner cannot articulate how support will be different for TIG school. • DP cannot articulate how stakeholders were involved in the planning process.	• District partner articulates school needs and principals' competencies to lead reform effort. • DP explains how support will be modified for TIG schools. • DP explains how stakeholders were involved in planning process.	• District partner expands on understanding of school needs. • DP describes principal selection, qualifications, and competencies to lead. • DP explains how support will be differentiated and expanded for TIG schools • DP gives clear and compelling explanation of stakeholder involvement in planning.
Reviewer Comments:			

	☐	☐	☐
Stakeholder groups	● Stakeholders do not articulate consistent challenges and strategies. ● Stakeholders cannot describe TIG, nor explain how they were involved in planning process	● Stakeholders describe a consistent and clear sense of improvement strategies. ● Stakeholders demonstrate understanding of TIG requirements ● Stakeholders explain how they were involved in planning.	● Stakeholders expand on and provide a full picture of school needs and improvement strategies. ● Stakeholders understand requirements of TIG and can articulate how TIG will support implementation. ● Stakeholders demonstrate ownership over the planning process

Reviewer Comments:

	☐	☐	☐
Overall alignment to written application	● Weak alignment between interview and written plan ● Weak alignment between school articulation of needs and district description of needs ● Weak leadership readiness to implement the work of TIG	● Alignment between written plan and interviews ● Understanding among stakeholders of school needs and how TIG will support the school in implementation ● Leadership demonstrates a track record of turnaround success and strong understanding of school needs.	● Interview bolsters application in articulating needs and improvement strategies. ● Alignment among all stakeholders in school needs and improvement strategies ● Leadership demonstrates a track record of turnaround success and strong understanding of school needs. ● District articulates how support and flexibility will be modified to support TIG school.

Reviewer Comments:

Overall Determination: