

## REQUEST FOR PROPOSAL

***Proposals due: Tuesday, May 29, 2012 by 4 p.m.***

***Application Webinar: Tuesday, April 3, 2012 from 1:00 – 2:00 p.m.***

***Required Intent to Apply due: Thursday, April 12, 2012 by 4 p.m.***

***Required Applicant Readiness Interviews: April 19 or April 20, 2012***

### **Tiered Intervention Grant 2012**

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

**For program questions contact:**

Wendy Dunaway ([dunaway\\_w@cde.state.co.us](mailto:dunaway_w@cde.state.co.us) or 303-866-6995)

**For fiscal/budget questions contact:**

Adam Klett ([klett\\_a@cde.state.co.us](mailto:klett_a@cde.state.co.us) or 303-866-6905)

**For RFP specific questions contact:**

Lynn Bamberry ([bamberry\\_l@cde.state.co.us](mailto:bamberry_l@cde.state.co.us) or 303-866-6813)

Issued by:

**cde**  
Colorado Department of Education  
Office of Federal Program Administration  
1560 Broadway, Suite 1450  
Denver, CO 80202

## 2012 Tiered Intervention Grant – Overview

### Request For Proposal

*Proposals Due: Tuesday, May 29, 2012*

<b>Introduction</b>	<p>The intent of this grant is to provide funding for districts (on behalf of eligible schools) to:</p> <ul style="list-style-type: none"> <li>• 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Colorado Department of Education (CDE) in the implementation of one of the school intervention models provided in the draft guidance for the use of Federal Title I 1003(g) funds (To view the program guidance, please visit: <a href="http://www2.ed.gov/programs/sif/sifguidance02232011.pdf">http://www2.ed.gov/programs/sif/sifguidance02232011.pdf</a>);</li> <li>• Increase the academic achievement of all students attending chronically low performing schools as measured by the state’s assessment system; and</li> <li>• Utilize the support and services of an external provider in their efforts to accomplish the above.</li> </ul>
<b>Purpose</b>	<p>The Office of Federal Program Administration at the Colorado Department of Education has Title I 1003 (g) funds to support schools identified as chronically low performing schools as indicated by state assessments.</p>
<b>Available Funds</b>	<p>Approximately \$6 million is available for distribution to LEAs. An LEA may request up to \$2 million per year over the three year grant period for each participating school. <b>Subsequent years funding is contingent upon CDE approval and continued 1003(g) allocations from the USDE.</b> Actual allocations will be based on the intervention model chosen and SEA guidelines. CDE expects to fund approximately 6 applications.</p>
<b>Eligible Applicants</b>	<p><b><u>Eligible schools are listed in Appendix A. The eligible schools were identified as:</u></b></p> <p><b><u>Tier I:</u></b> Any Title I school in improvement, corrective action, or restructuring that:</p> <ul style="list-style-type: none"> <li>• Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or</li> <li>• Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.</li> </ul> <p><b><u>Tier II:</u></b> Any secondary school that is eligible for, but does not receive, Title I funds that:</p> <ul style="list-style-type: none"> <li>• Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five percent of secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number is greater; or</li> <li>• Is a high school that has had a graduation rate as defined in 34 C.R.F. § 200.199b) that is less than 60 percent over a number of years. (See Attachment A for listing of eligible schools).</li> </ul> <p><b><u>Tier III:</u></b> All other Title I schools on Improvement.</p> <p>Schools were identified as Tier I, II or III based on the 2009-10 assessment results. This is a continuation grant and thus the eligible school list carried over from the 2010-11 grant competition.</p>

## Evaluation

**Please note:** Priority will be given in the following order to:

1. Tier I sites not currently being served;
2. Tier II sites within a district that has both Tier I and Tier II sites;
3. Remaining Tier II sites that are equally low performing; and then
4. Tier III sites.

**Note:** The SEA does not expect to have sufficient funding to fund all Tier II schools that are eligible and therefore does not expect to fund any Tier III schools.

In the overarching strategy for supporting dramatic improvement in the state's lowest-achieving schools, CDE will work collaboratively with LEAs to develop meaningful 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 on-site reviews and updated as necessary, with final revisions 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 the following leading indicators, report them to CDE and include them in the data analysis portion of the UIP (where possible):

- a. Title I Section 1003(g) required indicators:
  - The number of minutes within the school year;
  - 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.
- b. Quantitative indicators that supplement those required under 1003(g):
  - Proficiency results on interim assessments of student performance in reading, writing, math, and science;
  - 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 data in reading, writing, math, and science; and
  - Others likely to be highly-correlated with successful improvement efforts.

<p><b>Allowable Use of Funds</b></p>	<p>c. Qualitative indicators that arise from cross-sector research about successful reform models. For example:</p> <ul style="list-style-type: none"> <li>• Focused and prioritized improvement strategies that will lead to visible early wins.</li> <li>• Whether the school leader is engaging staff in regular and transparent data dialogues surrounding student performance.</li> <li>• Evidence of positive community involvement in the reform effort.</li> <li>• The leader’s successful efforts to influence those who oppose dramatic change.</li> <li>• Evidence of district leadership and support.</li> <li>• Additional resources on successful reform models can be found at: <a href="http://www.cde.state.co.us/uip/TurnaroundSupport.asp">http://www.cde.state.co.us/uip/TurnaroundSupport.asp</a>.</li> </ul> <p>d. Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants. Tools can be found at:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm">http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm</a></li> <li>• <a href="http://www.cde.state.co.us/turnaround/downloads/SIG_Monitoring_Tool.pdf">http://www.cde.state.co.us/turnaround/downloads/SIG_Monitoring_Tool.pdf</a>.</li> </ul> <p>Any other monitoring or data collection as necessary to implement the proposal as required.</p> <p>Awarded funds <b>must</b> be used for the following purposes:</p> <ul style="list-style-type: none"> <li>• Approximately, \$30,000 must be budgeted for: <ul style="list-style-type: none"> <li>▪ A Facilitated Data Analysis (FDA), conducted by a UIP Cadre member, must be conducted within the first year, prior to approval of Year 2 TIG activities; and</li> <li>▪ A CDE expedited review must be conducted within the first year, prior to approval of Year 2 activities ( At the end of Year 1, the UIP will be updated based on the results of the FDA and Expedited Data Review);</li> </ul> </li> <li>• Applicants must also budget for a team to attend one required applicant readiness interview to be held on April 19<sup>th</sup> or 20<sup>th</sup> (see Attachment E for more information). At least one district representative must attend.</li> <li>• Awarded funds <b>may</b> be used for the following purposes: Pre-Implementation costs (identified costs that are absolutely necessary to implement the model fully and effectively) including: <ul style="list-style-type: none"> <li>▪ Family and community engagement;</li> <li>▪ Rigorous review of external providers;</li> <li>▪ Staffing;</li> <li>▪ Instructional programs;</li> <li>▪ Professional development and support; and/or</li> <li>▪ Preparation for accountability measures (see attachment B for additional guidance on pre-implementation funds).</li> </ul> </li> <li>• Implementation of any of the school intervention models provided in the USDE guidance for the use of Federal Title I 1003(g) funds (see Attachment C for additional detail); <ul style="list-style-type: none"> <li>▪ Evaluation of implementation and/or external providers.</li> <li>▪ Administrative costs – no more than 5%.</li> </ul> </li> </ul>
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<b>Commitments</b>	For information regarding commitments required by LEAs and by CDE, see the Certification and Assurance form (pages 11 – 13).
<b>Duration of Grant</b>	<p>Funds must be expended by:</p> <ul style="list-style-type: none"> <li>• <b>Year 1:</b> September 30, 2013 (April 1, 2012-September 30, 2013)</li> </ul> <p>Years 2 and 3 contingent upon CDE approval and continued 1003(g) funding from the USDE:</p> <ul style="list-style-type: none"> <li>• <b>Year 2:</b> September 30, 2014 (October 1, 2013-September 30, 2014)</li> <li>• <b>Year 3:</b> September 30, 2015 (October 1, 2014-September 30, 2015)</li> </ul>
<b>Technical Assistance</b>	<p>For technical assistance with the UIP Tiered Intervention Grant Action Plan Template (Attachment D), please contact the Office of School and District Improvement at (303) 866-6995. For specific Target Setting and Action Planning resources, please contact the UIP Help Line at (303) 866-6108. Additional information can be found at: <a href="http://www.cde.state.co.us/uiip/">http://www.cde.state.co.us/uiip/</a>.</p> <p>Individual site support will be provided by the Office of School and District Improvement as needed.</p>
<b>Intent to Apply</b>	<p>Applicants interested in applying for the Tiered Intervention Grant <b><u>must</u></b> participate in the following pre-application activities:</p> <ul style="list-style-type: none"> <li>• Submit a detailed Intent to Apply form (see Attachment E); and</li> <li>• Participate in readiness interviews to be held on Thursday, April 19 or Friday, April 20, 2012 (see Attachment F).</li> </ul>
<b>Review</b>	<p>Applications will be reviewed based on the rubrics 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. This approach will prevent a proposal that has strengths in one section of the plan from compensating for deficits in other sections. 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 sections to more fully meet the standards. Applicants will be notified of awards by June 30, 2012.</p>

## Submission Process

The **original plus five copies** of the application must be received by **Tuesday, May 29, 2012** at 4:00 p.m. In addition to the six hard copies, **a copy of the proposal narrative must be submitted to: [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) and a copy of the electronic budget must be submitted via the CDE Tracker System for each school.** Please e-mail all required pieces of the narrative as one document with the Excel budget workbook. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Application materials and budget are available for download on the CDE Web site at: [http://www.cde.state.co.us/turnaround/cde\\_turnaroundplan\\_home.htm](http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm)

**Submit Proposals to:**

Nicole Dake  
Colorado Department of Education  
1560 Broadway, Suite 1450  
Denver, CO 80202

**&**

Submit an electronic copy of the proposal narrative and excel budget to:

[CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

Also upload an electronic copy of the budget to:

**The CDE Tracker System**

(<https://tracker.cde.state.co.us/Security/Login.aspx?ReturnUrl=/Default.aspx>)

**Required Elements**

The format outlined below **must be followed** in order to assure consistent application of the review criteria (see evaluation rubric for specific details needed in Parts II –IV).

<b>Part I:</b>	<b>Intent to Apply and Interview</b>
<b>Part II:</b>	<b>Proposal Introduction (not scored)</b>
	Cover Page
	Schools to be Served
	LEA/School Information and Signature Page
	Assurance and Certification Form
	Waivers
<b>Part III:</b>	<b>Narrative</b>
	Section I: LEA Commitment and Capacity
	Section II: Needs Assessment and Program Plan
	Section III: Budget Narrative

**Application Format:**

- Applications should only include the required elements.
- The total narrative (Parts III – V) of the application cannot exceed 15 pages.
- All pages must be standard letter size, 8-1/2" x 11" using no smaller than 12 point type.
- Use a document footer with the name of the applying entity and page numbers.
- Use 1-inch margins.
- Staple the pages of all copies including the original. Please do not use tabs, paperclips, rubber bands, binders or report covers.

## 2012 TIERED INTERVENTION GRANT

### PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

<b>Name of Lead Local Education Agency (LEA)/Organization:</b>			
Mailing Address:			
<b>District Turnaround Project Manager:</b>			
Mailing Address:			
Telephone:		E-mail:	
Signature:			
<b>Program Contact Person (if different):</b>			
Mailing Address:			
Telephone:		E-mail:	
Signature:			
<b>Fiscal Manager:</b>			
Telephone:		E-mail:	
Signature:			
<b>Region:</b> <i>Indicate the region(s) this proposal will directly impact</i>			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
<b>Total LEA Request:</b> <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>			
<b>Year 1</b> (April 1, 2012 – September 30, 2013)	<b>Year 2</b> (October 1, 2013 – September 30, 2014)	<b>Year 3</b> (October 1, 2014 – September 30, 2015)	<b>Total</b>
\$	\$	\$	\$

**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.

**PART IA: SCHOOLS TO BE SERVED**

*Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.*

Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools:								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Include requested amount per school			
					Turnaround	Restart	Closure	Transformation



**PART IB: LEA/School Information and Signature Page**

*(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)*

**District Signatures****District Name:****District Code:****School Board President Signature:****Superintendent Signature:****School Information****School #1 Name:****School Code:**

Principal Name:

Telephone:

E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

☐

Yes

☐

No

**Principal Signature:****School #2 Name:****School Code:**

Principal Name:

Telephone:

E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

☐

Yes

☐

No

**Principal Signature:****School #3 Name:****School Code:**

Principal Name:

Telephone:

E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

☐

Yes

☐

No

**Principal Signature:**

## **PART IC: Certification and Assurance Form**

*(Complete and attach as the fourth and fifth pages of proposal)*

*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) , 2012 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 assurances.

The district agrees to...

### **Federal Assurances:**

- 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;
- Establish annual targets 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;
- (If the applicant 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
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.

### **State Assurances:**

- 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 (e.g., CSAP/TCAP by State Assigned Student IDs, school level non-performance data). 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://www2.ed.gov/programs/sif/sigguidance02232011.pdf>);
- 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;
- Commit to developing a Unified Improvement Plan that demonstrates how the district will increase overall student achievement in the identified schools and share that plan with CDE;
- At the end of Year 1, agree to a Facilitated Data Analysis (FDA) and an external review by a School Support Team and will update the UIP based on the findings outlined in the FDA and School Support Team's report;

- Provide the leadership capacity to oversee the implementation of intervention models;
- Provide a district level contact whose primary responsibility is the oversight and coordination of intervention models in the school(s);
- Participate in quarterly Professional Learning Communities focused on school and district improvement;
- Monitor and evaluate the impact of all intervention models;
- Agree to participate in the federal and state evaluation of School and District Improvement Initiatives;
- Submit to CDE the most recent UIP for each identified school.
- 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.
- Develop a detailed budget for each school and submit a revised budget at least annually, as well as an annual financial report;
- Participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III 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;
- Maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- 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 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.

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

State Education Agency assurances – 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;
- Conduct a Facilitated Data Analysis (FDA) and an external review by a School Support Team and will assist with updating the UIP based on the findings outlined in the FDA and School Support Team’s report;
- 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;
- Periodic review of 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 the LEA with a model budget and/or set of principles to guide 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 professional development and 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.

**PART ID: WAIVERS** *(Complete and attach as the sixth page of proposal)*

\_\_\_\_\_ (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.

- ☐ “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.

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Name of Program Contact

\_\_\_\_\_  
Signature of Program Contact

## Budget Instructions and Budget Form

Complete the proposed budget and budget narrative at:

[http://www.cde.state.co.us/turnaround/cde\\_turnaroundplan\\_home.htm](http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm)

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should provide enough detail so that the appropriate object category can be confirmed.

**Instructional Program.** Instruction includes the activities dealing directly with the interactions between staff and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, or in other locations such as those involving co- curricular activities. Instruction also may be provided through some other approved media such as television, radio, telephone or correspondence. Included are the activities of paraprofessionals (aides) or classroom assistants of any type who assist teachers in the instructional process.

**Support Program.** Support service programs are those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

**(100) Salaries** - Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization.

**(200) Employee Benefits** - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never-the-less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to other purchased services (500).

**(300) Purchased Professional and Technical Services** – Services which by their nature can be performed only by persons or firms with specialized skills or knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

**(500) Other Purchased Services** – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

**(600) Supplies** – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex

units or substances. Items that do not contribute to a district's fixed assets, as evaluated by the district's fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district's fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, food, books and periodicals, and electronic media materials here.

**(800) Other Expenses** – Amounts paid for goods and services not otherwise classified above. Some expenditures may cross object category lines. For example, professional development and evaluation may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

**Indirect Costs** – Indirect costs are those costs - necessary in the provision of a service - that cannot be readily or accurately attributed to a specific grant program.

**School Districts Only:** School districts may budget indirect costs only if they are designated as the fiscal agent. The indirect cost rate used varies by district. Your district budget office should provide this rate to you, or you may access it by going to CDE's web page and linking to School Finance.

## Tiered Intervention Grant 2012 Grant Review Rubric

<b>Part I:</b>	Intent to Apply and Interview	/30
<b>Part II:</b>	Proposal Introduction	No Points
<b>Part III:</b>	Narrative	
	Section I: LEA Commitment and Capacity	/59
	Section II: Needs Assessment and Program Plan	/63
	Section III: Budget Narrative	/23
	Electronic Budget	No Points

**Total     /1175**

**GENERAL COMMENTS:** *Reviewers, 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:**

Fund \_\_\_\_\_

Fund w/ Changes \_\_\_\_\_

Do Not Fund \_\_\_\_\_



**Part I: Intent to Apply and Interview****30 Points**

- ✓ Applicants interested in applying for the Tiered Intervention Grant **must** participate in the following pre-application activities:
- Submit a detailed Intent to Apply form (see Attachment E); and
  - Participate in readiness interviews to be held on Thursday, April 19 or Friday, April 20, 2012 (see Attachment F).

**Part II: Proposal Introduction****No Points**

- ✓ **Cover Page, Schools to be Served Page, LEA/School Information and Signature Page, Certification and Assurance Form and Waiver Form**  
Complete the Cover Page, Schools to be Served Page, LEA/School Information and Signature Page, Certification and Assurance Form and Waiver Form and attach as the first six pages of the proposal.
- ✓ **Executive Summary**  
Provide a brief description (no more than 1 paragraph) of the district and schools and the overall needs of the purposes of this grant. Use a separate sheet of paper and insert after the first six pages.

**Part III: Narrative****150 Points**

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, it must receive at least 95 of the total possible 150 points and all required parts must be addressed. An application that receives a score of 0 on any required parts within the narrative will not be funded.

<b>Section I: LEA Commitment and Capacity</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and mostly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
a) What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school intervention models in its Tier I Tier II and/or Tier III schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, surveys)?	0	1	3	5
b) Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district website).	0	1	2	3

c) How is the district able to demonstrate readiness for the Tiered Intervention grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., SST Review, school board commitment, previous staffing changes)?	0	1	3	5
d) What specific actions has the district taken (or will take) to design and implement interventions consistent with the final requirements?	0	1	3	5
e) Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?	0	1	3	5
f) What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title I, local grants)?	0	1	2	3
g) What specific actions has the district 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)?	0	1	3	5
h) For schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?  If there are Tier I and/or Tier II schools in the district that will not be served through this grant, please provide a detailed explanation for why the district lacks the capacity to serve them (e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).	0	3	5	7
i) What specific actions has the district taken (or 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	1	2	3

j) Set feasible, attainable, and measurable objectives for each project goal. Identify how progress will be monitored towards each objective. Identify the timeline by which progress targets should be met.	0	1	3	5
k) Discuss how data will be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project, data reports generated monthly and reviewed at both district and school levels, assessments administered on a specific assessment schedule).	0	1	3	5
l) Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (i.e., leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)?	0	1	2	3
m) How will the project strategies be modified if the progress monitoring data does not show that targets have been met?	0	1	3	5
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<b>___/59</b>

<b>Section II: Needs Assessment and Program Plan</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and mostly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
a) Submit the Unified Improvement Plan Addendum (Attachment D) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there is not enough clarity within the Plan itself. <i>Please note:</i> To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen.	0	3	5	7
b) Analyze the current conditions in the proposed school(s) by providing student performance and other relevant data in relation to intervention selected for each school site.	0	3	5	7
c) Analyze the current conditions in the proposed school(s) by identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?	0	3	5	7
d) Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implements the required activities of the selected school intervention model fully and effectively. (Attach relevant data: external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)	0	3	5	7
e) Provide evidence to demonstrate that overall goals and performance targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.	0	3	5	7
f) Provide evidence to demonstrate interventions are consistent with the final requirements.	0	3	5	7
g) Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.	0	3	5	7
h) Provide evidence to demonstrate sustainability after the implementation of the changes.	0	3	5	7

i) Provide a sequenced timeline for action steps that will occur in the implementation of this grant. Project timeline should include major implementation activities and the date by which they will be accomplished including: professional development for leadership and staff, policy changes, additional autonomy, staffing changes, etc. (See Attachment D)	0	3	5	7
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<b>___/63</b>

<b>Section III: Budget Narrative</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and mostly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Provide a 3-year electronic budget (<a href="http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm">http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm</a>) in compliance with CDE's standard fiscal rules including a budget narrative that contains the following criteria:</b>				
a) All expenditures contained in the budget are described in the budget narrative and 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	5	7
b) Amount of school improvement funds to be used for both pre-implementation (those activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated.	0	1	3	5
c) Amount of school improvement dollars used to <i>support</i> implementation of the selected school intervention model and activities are clearly detailed.	0	1	3	5
d) Demonstrates how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends).	0	1	2	3
e) Details any portion of the plan that will be paid for by grant funds.	0	1	2	3

**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 Tier I, Tier II, and/or Tier III school the LEA commits to serve.

**Reviewer Comments:**

<b>TOTAL POINTS</b>	<b>___/23</b>
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## 2012 Tiered Intervention Grant Eligible Schools

*Note: Shaded rows indicate schools already participating in the Tiered Intervention Grant and therefore, are not eligible to apply.*

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ADAMS 12 FIVE STAR SCHOOLS	0806900	WESTGATE CHARTER	080690006417	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	VANTAGE POINT	080690001172	H			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080690001460	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON ELEMENTARY SCHOOL	080690001191	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	CORONADO HILLS ELEMENTARY SCHOOL	080690001174	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	MC ELWAIN ELEMENTARY SCHOOL	080690001182	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON MIDDLE SCHOOL	080690001183	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH STAR ELEMENTARY SCHOOL	080690001185	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NIVER CREEK MIDDLE SCHOOL	080690001189	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	FEDERAL HEIGHTS ELEMENTARY SCHOOL	080690001176	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	MALLEY DRIVE ELEMENTARY SCHOOL	080690001181	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH MOR ELEMENTARY SCHOOL	080690001184	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	COLORADO VIRTUAL ACADEMY (COVA)	080690001944	H		X		X	
ADAMS COUNTY 14	0801950	DUPONT ELEMENTARY SCHOOL	080195000013	E			X		
ADAMS COUNTY 14	0801950	ADAMS CITY MIDDLE SCHOOL	080195000009	M			X		
ADAMS COUNTY 14	0801950	CENTRAL ELEMENTARY SCHOOL	080195000012	E			X		
ADAMS COUNTY 14	0801950	HANSON PREK-8 SCHOOL	080195000018	M			X		
ADAMS COUNTY 14	0801950	LESTER R ARNOLD HIGH SCHOOL	080195001307	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	NEW AMERICA SCHOOL	080234001882	H			X		
ADAMS-ARAPAHOE 28J	0802340	PARK LANE ELEMENTARY SCHOOL	080234000076	E			X		
ADAMS-ARAPAHOE 28J	0802340	SIXTH AVENUE ELEMENTARY SCHOOL	080234000078	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ADAMS-ARAPAHOE 28J	0802340	LAREDO ELEMENTARY SCHOOL	080234000069	E			X		
ADAMS-ARAPAHOE 28J	0802340	PEORIA ELEMENTARY SCHOOL	080234001927	E			X		
ADAMS-ARAPAHOE 28J	0802340	ELKHART ELEMENTARY SCHOOL	080234000061	E			X		
ADAMS-ARAPAHOE 28J	0802340	WHEELING ELEMENTARY SCHOOL	080234000083	E			X		
ADAMS-ARAPAHOE 28J	0802340	PARIS ELEMENTARY SCHOOL	080234000075	E			X		
ADAMS-ARAPAHOE 28J	0802340	ALTURA ELEMENTARY SCHOOL	080234000052	E			X		
ADAMS-ARAPAHOE 28J	0802340	VAUGHN ELEMENTARY SCHOOL	080234000080	E			X		
ADAMS-ARAPAHOE 28J	0802340	LYN KNOLL ELEMENTARY SCHOOL	080234000070	E			X		
ADAMS-ARAPAHOE 28J	0802340	SABLE ELEMENTARY SCHOOL	080234000077	E			X		
ADAMS-ARAPAHOE 28J	0802340	KENTON ELEMENTARY SCHOOL	080234000067	E			X		
ADAMS-ARAPAHOE 28J	0802340	LANSING ELEMENTARY SCHOOL	080234000068	E			X		
ADAMS-ARAPAHOE 28J	0802340	NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY CAMPUS	080234000074	M			X		
ADAMS-ARAPAHOE 28J	0802340	AURORA WEST COLLEGE PREPARATORY ACADEMY	080234000082	M			X		
ADAMS-ARAPAHOE 28J	0802340	AURORA CENTRAL HIGH SCHOOL	080234000056	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	WILLIAM SMITH HIGH SCHOOL	080234000084	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	FULTON ELEMENTARY SCHOOL	080234000062	E	X				
ALAMOSA RE-11J	0802070	EVANS ELEMENTARY SCHOOL	080207000031	E			X		
ARCHULETA COUNTY 50 JT	0802190	ARCHULETA COUNTY HIGH SCHOOL	080219001828	H			X		
AULT-HIGHLAND RE-9	0802310	HIGHLAND ELEMENTARY SCHOOL	080231000049	E			X		
BOULDER VALLEY RE 2	0802490	BOULDER PREP CHARTER HIGH SCHOOL	080249001631	H			X		
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	M			X		
BOULDER VALLEY RE 2	0802490	HALCYON SCHOOL (SPECIAL EDUCATION)	080249001467	H			X		
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	H			X		
BOULDER VALLEY RE 2	0802490	COLUMBINE ELEMENTARY SCHOOL	080249000109	E			X		
BOULDER VALLEY RE 2	0802490	SANCHEZ ELEMENTARY SCHOOL	080249001403	E			X		



LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
BOULDER VALLEY RE 2	0802490	UNIVERSITY HILL ELEMENTARY SCHOOL	080249000135	E			X		
BOULDER VALLEY RE 2	0802490	EMERALD ELEMENTARY SCHOOL	080249000113	E			X		
BOULDER VALLEY RE 2	0802490	PIONEER BILINGUAL ELEMENTARY SCHOOL	080249006200	E			X		
BOULDER VALLEY RE 2	0802490	ARAPAHOE RIDGE HIGH SCHOOL	080249001219	H		X		X	
BRIGHTON 27J	0802580	BRIGHTON HERITAGE ACADEMY	080258000729	H		X		X	
CANON CITY RE-1	0802790	SKYLINE ELEMENTARY SCHOOL	080279001433	E			X		
CHERRY CREEK 5	0802910	MEADOW POINT ELEMENTARY SCHOOL	080291001329	E			X		
CHERRY CREEK 5	0802910	HOLLY HILLS ELEMENTARY SCHOOL	080291000194	E			X		
CHERRY CREEK 5	0802910	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	080291000204	E			X		
CHERRY CREEK 5	0802910	INDEPENDENCE ELEMENTARY SCHOOL	080291000196	E			X		
CHERRY CREEK 5	0802910	CIMARRON ELEMENTARY SCHOOL	080291001297	E			X		
CHERRY CREEK 5	0802910	PONDEROSA ELEMENTARY SCHOOL	080291000200	E			X		
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	E			X		
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	M			X		
COLORADO SPRINGS 11	0803060	MONROE ELEMENTARY SCHOOL	080306000255	E			X		
COLORADO SPRINGS 11	0803060	ROGERS ELEMENTARY SCHOOL	080306000274	E			X		
COLORADO SPRINGS 11	0803060	COMMUNITY PREP CHARTER SCHOOL	080306001299	H		X		X	
COLORADO SPRINGS 11	0803060	ACHIEVEK12	080306006428	M		X			
DEL NORTE C-7	0803300	UNDERWOOD ELEMENTARY SCHOOL	080330000292	E			X		
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	M			X		
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	H			X		
DELTA COUNTY 50(J)	0803330	LINCOLN ELEMENTARY SCHOOL	080333000301	E			X		
DENVER COUNTY 1	0803360	COLORADO HIGH SCHOOL	080336001862	H			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
DENVER COUNTY 1	0803360	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	080336001795	M			X		
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	M			X		
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	H			X		
DENVER COUNTY 1	0803360	FLORENCE CRITTENTON HIGH SCHOOL	080336001575	H			X		
DENVER COUNTY 1	0803360	RIDGE VIEW ACADEMY CHARTER SCHOOL	080336001724	H			X		
DENVER COUNTY 1	0803360	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	080336000400	E			X		
DENVER COUNTY 1	0803360	OAKLAND ELEMENTARY SCHOOL	080336000383	E			X		
DENVER COUNTY 1	0803360	VALDEZ ELEMENTARY SCHOOL	080336000420	E			X		
DENVER COUNTY 1	0803360	MUNROE ELEMENTARY SCHOOL	080336000387	E			X		
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	E			X		
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	E			X		
DENVER COUNTY 1	0803360	CHELTENHAM ELEMENTARY SCHOOL	080336000325	E			X		
DENVER COUNTY 1	0803360	CENTENNIAL K-8 SCHOOL	080336000324	E			X		
DENVER COUNTY 1	0803360	FORD ELEMENTARY SCHOOL	080336000350	E			X		
DENVER COUNTY 1	0803360	GREENWOOD ELEMENTARY SCHOOL	080336001739	E			X		
DENVER COUNTY 1	0803360	HOWELL K-8 SCHOOL	080336001928	E			X		
DENVER COUNTY 1	0803360	EAGLETON ELEMENTARY SCHOOL	080336000337	E			X		
DENVER COUNTY 1	0803360	GODSMAN ELEMENTARY SCHOOL	080336000354	E			X		
DENVER COUNTY 1	0803360	BRUCE RANDOLPH SCHOOL	080336001869	M			X		
DENVER COUNTY 1	0803360	WHITTIER K-8 SCHOOL	080336000426	E			X		
DENVER COUNTY 1	0803360	MARTIN LUTHER KING MIDDLE COLLEGE	080336001406	M			X		
DENVER COUNTY 1	0803360	COLUMBIAN ELEMENTARY SCHOOL	080336000329	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	M			X		
DENVER COUNTY 1	0803360	GREEN VALLEY ELEMENTARY SCHOOL	080336001776	E			X		
DENVER COUNTY 1	0803360	SMITH ELEMENTARY SCHOOL	080336000407	E			X		
DENVER COUNTY 1	0803360	KAISER ELEMENTARY SCHOOL	080336000369	E			X		
DENVER COUNTY 1	0803360	MC GLONE ELEMENTARY SCHOOL	080336001276	E			X		
DENVER COUNTY 1	0803360	HARRINGTON ELEMENTARY SCHOOL	080336000362	E			X		
DENVER COUNTY 1	0803360	GILPIN ELEMENTARY SCHOOL	080336000353	M			X		
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	E			X		
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	M			X		
DENVER COUNTY 1	0803360	COLFAX ELEMENTARY SCHOOL	080336000327	E			X		
DENVER COUNTY 1	0803360	KNAPP ELEMENTARY SCHOOL	080336000371	E			X		
DENVER COUNTY 1	0803360	SWANSEA ELEMENTARY SCHOOL	080336000414	E			X		
DENVER COUNTY 1	0803360	WEST HIGH SCHOOL	080336000423	H			X		
DENVER COUNTY 1	0803360	BARNUM ELEMENTARY SCHOOL	080336000311	E			X		
DENVER COUNTY 1	0803360	SMILEY MIDDLE SCHOOL	080336000406	M			X		
DENVER COUNTY 1	0803360	AMESSE ELEMENTARY SCHOOL	080336000306	E			X		
DENVER COUNTY 1	0803360	KEPNER MIDDLE SCHOOL	080336000370	M			X		
DENVER COUNTY 1	0803360	SCHMITT ELEMENTARY SCHOOL	080336000401	E			X		
DENVER COUNTY 1	0803360	MAXWELL ELEMENTARY SCHOOL	080336001635	E			X		
DENVER COUNTY 1	0803360	CASTRO ELEMENTARY SCHOOL	080336000424	E			X		
DENVER COUNTY 1	0803360	GARDEN PLACE ELEMENTARY SCHOOL	080336000351	E			X		
DENVER COUNTY 1	0803360	NORTHEAST ACADEMY CHARTER SCHOOL	080336001837	M			X		
DENVER COUNTY 1	0803360	SKINNER MIDDLE SCHOOL	080336000403	M			X		
DENVER COUNTY 1	0803360	GRANT MIDDLE SCHOOL	080336000357	M			X		
DENVER COUNTY 1	0803360	FAIRVIEW ELEMENTARY SCHOOL	080336000347	E			X		
DENVER COUNTY 1	0803360	DOULL ELEMENTARY SCHOOL	080336000336	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
DENVER COUNTY 1	0803360	JOHNSON ELEMENTARY SCHOOL	080336000368	E			X		
DENVER COUNTY 1	0803360	VALVERDE ELEMENTARY SCHOOL	080336000421	E			X		
DENVER COUNTY 1	0803360	KIPP SUNSHINE PEAK ACADEMY	080336001865	E			X		
DENVER COUNTY 1	0803360	ABRAHAM LINCOLN HIGH SCHOOL	080336000305	H			X		
DENVER COUNTY 1	0803360	ESCUELA TLATELOLCO SCHOOL	080336001834	H			X		
DENVER COUNTY 1	0803360	MARRAMA ELEMENTARY SCHOOL	080336001380	E			X		
DENVER COUNTY 1	0803360	ELLIS ELEMENTARY SCHOOL	080336000341	E			X		
DENVER COUNTY 1	0803360	GUST ELEMENTARY SCHOOL	080336000359	E			X		
DENVER COUNTY 1	0803360	COLUMBINE ELEMENTARY SCHOOL	080336000330	E			X		
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	M			X		
DENVER COUNTY 1	0803360	MERRILL MIDDLE SCHOOL	080336000379	M			X		
DENVER COUNTY 1	0803360	PIONEER CHARTER SCHOOL	080336001576	E			X		
DENVER COUNTY 1	0803360	MANUAL HIGH SCHOOL	080336006328	H			X		
DENVER COUNTY 1	0803360	STEDMAN ELEMENTARY SCHOOL	080336000411	E			X		
DENVER COUNTY 1	0803360	MONTCLAIR ELEMENTARY SCHOOL	080336000384	E			X		
DENVER COUNTY 1	0803360	GOLDRICK ELEMENTARY SCHOOL	080336000355	E			X		
DENVER COUNTY 1	0803360	COWELL ELEMENTARY SCHOOL	080336000332	E			X		
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	M			X		
DENVER COUNTY 1	0803360	ARCHULETA ELEMENTARY SCHOOL	080336001864	E			X		
DENVER COUNTY 1	0803360	MOORE K-8 SCHOOL	080336000385	E			X		
DENVER COUNTY 1	0803360	MC MEEN ELEMENTARY SCHOOL	080336000378	E			X		
DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	E	X				
DOUGLAS COUNTY RE 1	0803450	HOPE ON-LINE	080345006391	M		X			
DOUGLAS COUNTY RE 1	0803450	EDCSD: COLORADO CYBER SCHOOL	080345006372	H		X			
EAGLE COUNTY RE 50	0803540	AVON ELEMENTARY SCHOOL	080354001530	E			X		
ELIZABETH C-1	0803720	FRONTIER HIGH SCHOOL	080372001775	H		X			
ENGLEWOOD 1	0803780	CHERRELYN ELEMENTARY SCHOOL	080378000488	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ENGLEWOOD 1	0803780	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	080378001310	H		X		X	
FALCON 49	0803870	HORIZON MIDDLE SCHOOL	080387001393	M			X		
FALCON 49	0803870	PATRIOT LEARNING CENTER	080387006403	H		X			
FORT MORGAN RE-3	0804050	COLUMBINE ELEMENTARY SCHOOL	080405000556	E			X		
FORT MORGAN RE-3	0804050	LINCOLN HIGH SCHOOL	080405001611	H		X		X	
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	H		X		X	
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	M		X			
FREMONT RE-2	0803960	FREMONT MIDDLE SCHOOL	080396001595	M			X		
FREMONT RE-2	0803960	FLORENCE HIGH SCHOOL	080396000514	H			X		
GARFIELD 16	0804380	BEA UNDERWOOD ELEMENTARY SCHOOL	080438000630	E			X		
GARFIELD RE-2	0806240	WAMSLEY ELEMENTARY SCHOOL	080624001358	E			X		
GREELEY 6	0804410	JACKSON ELEMENTARY SCHOOL	080441001291	E			X		
GREELEY 6	0804410	MADISON ELEMENTARY SCHOOL	080441000646	E			X		
GREELEY 6	0804410	CENTENNIAL ELEMENTARY SCHOOL	080441000636	E			X		
GREELEY 6	0804410	ROMERO ELEMENTARY SCHOOL	080441001990	E			X		
GUNNISON WATERSHED RE1J	0804470	GUNNISON ELEMENTARY SCHOOL	080447001968	E			X		
HARRISON 2	0804530	STRATTON MEADOWS ELEMENTARY SCHOOL	080453000672	E			X		
HARRISON 2	0804530	MONTEREY ELEMENTARY SCHOOL	080453000668	E			X		
HUERFANO RE-1	0807080	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	080708001847	M			X		
IGNACIO 11 JT	0804770	IGNACIO INTERMEDIATE SCHOOL	080477001444	E			X		
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	M			X		
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	H			X		
JEFFERSON COUNTY R-1	0804800	PLEASANT VIEW ELEMENTARY SCHOOL	080480000774	E			X		
JEFFERSON COUNTY R-1	0804800	EIBER ELEMENTARY SCHOOL	080480000717	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
JEFFERSON COUNTY R-1	0804800	WHEAT RIDGE MIDDLE SCHOOL	080480000802	M			X		
JEFFERSON COUNTY R-1	0804800	MOLHOLM ELEMENTARY SCHOOL	080480000758	E			X		
JEFFERSON COUNTY R-1	0804800	FOSTER ELEMENTARY SCHOOL	080480000725	E			X		
JEFFERSON COUNTY R-1	0804800	O'CONNELL MIDDLE SCHOOL	080480000762	M			X		
JEFFERSON COUNTY R-1	0804800	LUMBERG ELEMENTARY SCHOOL	080480000752	E			X		
JEFFERSON COUNTY R-1	0804800	EDGEWATER ELEMENTARY SCHOOL	080480000716	E			X		
JEFFERSON COUNTY R-1	0804800	SLATER ELEMENTARY SCHOOL	080480000782	E			X		
JEFFERSON COUNTY R-1	0804800	SWANSON ELEMENTARY SCHOOL	080480000790	E			X		
JEFFERSON COUNTY R-1	0804800	BRADY EXPLORATION SCHOOL	080480001907	H		X		X	
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	H		X			
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	M		X			
JEFFERSON COUNTY R-1	0804800	JEFFERSON COUNTY OPEN SECONDARY	080480000765	M		X			
JEFFERSON COUNTY R-1	0804800	ROCKY MOUNTAIN DEAF SCHOOL	080480001606	M		X			
KEENESBURG RE-3(J)	0804920	HUDSON ELEMENTARY SCHOOL	080492000816	E			X		
LA VETA RE-2	0805160	LA VETA JUNIOR-SENIOR HIGH SCHOOL	080516000854	M		X			
LAS ANIMAS RE-1	0805250	LAS ANIMAS HIGH SCHOOL	080525000868	H			X		
MAPLETON 1	0805550	GLOBAL LEADERSHIP ACADEMY	080555001860	E			X		
MAPLETON 1	0805550	MONTEREY COMMUNITY SCHOOL	080555002021	E			X		
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	M		X			
MAPLETON 1	0805550	CLAYTON PARTNERSHIP SCHOOL	080555002016	M		X			
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	E	X				
MC CLAVE RE-2	0805580	MC CLAVE UNDIVIDED HIGH SCHOOL	080558000963	M		X			
MESA COUNTY VALLEY 51	0804350	CHATFIELD ELEMENTARY SCHOOL	080435000601	E			X		
MESA COUNTY VALLEY 51	0804350	DUAL IMMERSION ACADEMY SCHOOL	080435001850	E			X		
MESA COUNTY VALLEY 51	0804350	ROCKY MOUNTAIN ELEMENTARY	080435001657	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
		SCHOOL							
MESA COUNTY VALLEY 51	0804350	DOS RIOS ELEMENTARY SCHOOL	080435001691	E			X		
MESA COUNTY VALLEY 51	0804350	R-5 HIGH SCHOOL	080435000623	H		X		X	
MONTEZUMA-CORTEZ RE-1	0803090	SOUTHWEST OPEN CHARTER SCHOOL	080309001692	H			X		
MONTEZUMA-CORTEZ RE-1	0803090	KEMPER ELEMENTARY SCHOOL	080309000835	E			X		
MONTEZUMA-CORTEZ RE-1	0803090	MANAUGH ELEMENTARY SCHOOL	080309000838	E			X		
MONTEZUMA-CORTEZ RE-1	0803090	MESA ELEMENTARY SCHOOL	080309000839	E			X		
MONTROSE COUNTY RE-1J	0805790	VISTA CHARTER SCHOOL	080579001852	H			X		
MONTROSE COUNTY RE-1J	0805790	JOHNSON ELEMENTARY SCHOOL	080579000990	E			X		
MONTROSE COUNTY RE-1J	0805790	OLATHE ELEMENTARY SCHOOL	080579000996	E			X		
MOUNTAIN BOCES	0899160	YAMPAH TEEN PARENT PROGRAM	089916006314	H			X		
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	M			X		
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	H			X		
NORTH CONEJOS RE-1J	0805100	LA JARA SECOND CHANCE SCHOOL	080510001452	M			X		
PLATTE VALLEY RE-7	0804950	PLATTE VALLEY MIDDLE SCHOOL	080495001697	M			X		
POUDRE R-1	0803990	PSD ONLINE ACADEMY	080399006431	M			X		
POUDRE R-1	0803990	CENTENNIAL HIGH SCHOOL	080399000517	H			X		
POUDRE R-1	0803990	POUDRE COMMUNITY ACADEMY	080399001938	H			X		
POUDRE R-1	0803990	TAVELLI ELEMENTARY SCHOOL	080399000547	E			X		
POUDRE R-1	0803990	HARRIS BILINGUAL ELEMENTARY SCHOOL	080399000573	E			X		
POUDRE R-1	0803990	POLARIS EXPEDITIONARY LEARNING SCHOOL	080399006334	M		X			
PUEBLO CITY 60	0806120	SPANN ELEMENTARY SCHOOL	080612001995	E	X				
PUEBLO COUNTY 70	0806150	FUTURES ACADEMY	080615001663	M			X		
ROARING FORK RE-1	0804260	CRYSTAL RIVER ELEMENTARY SCHOOL	080426001540	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ROARING FORK RE-1	0804260	GLENWOOD SPRINGS ELEMENTARY SCHOOL	080426000589	E			X		
ROARING FORK RE-1	0804260	SOPRIS ELEMENTARY SCHOOL	080426001597	E			X		
SHERIDAN 2	0806540	SHERIDAN MIDDLE SCHOOL	080654001135	M			X		
SOUTH CONEJOS RE-10	0802130	ANTONITO HIGH SCHOOL	080213000035	H			X		
SOUTH ROUTT RE 3	0805910	SOUTH ROUTT ELEMENTARY SCHOOL	080591001015	E			X		
ST VRAIN VALLEY RE 1J	0805370	OLDE COLUMBINE HIGH SCHOOL	080537001374	H			X		
ST VRAIN VALLEY RE 1J	0805370	COLUMBINE ELEMENTARY SCHOOL	080537001373	E			X		
ST VRAIN VALLEY RE 1J	0805370	NORTHRIDGE ELEMENTARY SCHOOL	080537000920	E			X		
ST VRAIN VALLEY RE 1J	0805370	LOMA LINDA ELEMENTARY SCHOOL	080537000906	E			X		
ST VRAIN VALLEY RE 1J	0805370	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080537000921	E			X		
ST VRAIN VALLEY RE 1J	0805370	INDIAN PEAKS ELEMENTARY SCHOOL	080537000904	E			X		
ST VRAIN VALLEY RE 1J	0805370	SPANGLER ELEMENTARY SCHOOL	080537000922	E	X				
SUMMIT RE-1	0806810	DILLON VALLEY ELEMENTARY SCHOOL	080681001303	E			X		
SUMMIT RE-1	0806810	SILVERTHORNE ELEMENTARY SCHOOL	080681001167	E			X		
THOMPSON R-2J	0805400	MONROE ELEMENTARY SCHOOL	080540000936	E			X		
THOMPSON R-2J	0805400	WINONA ELEMENTARY SCHOOL	080540000942	E			X		
TRINIDAD 1	0806960	FISHER'S PEAK ELEMENTARY SCHOOL	080696001946	E			X		
VALLEY RE-1	0806690	CAMPBELL ELEMENTARY SCHOOL	080669006323	E			X		
VALLEY RE-1	0806690	SMITH HIGH SCHOOL	080669001386	H		X		X	
WELD COUNTY S/D RE-8	0804020	TWOMBLY ELEMENTARY SCHOOL	080402001366	E			X		
WELD COUNTY S/D RE-8	0804020	LEO WILLIAM BUTLER ELEMENTARY SCHOOL	080402000554	E			X		
WESTMINSTER 50	0807230	TENNYSON KNOLLS ELEMENTARY SCHOOL	080723001249	E			X		
WESTMINSTER 50	0807230	HARRIS PARK ELEMENTARY SCHOOL	080723001238	E			X		
WESTMINSTER 50	0807230	SKYLINE VISTA ELEMENTARY SCHOOL	080723001247	E			X		



LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
WESTMINSTER 50	0807230	CLARA E. METZ ELEMENTARY SCHOOL	080723001232	E			X		
WESTMINSTER 50	0807230	HIDDEN LAKE HIGH SCHOOL	080723001877	H		X		X	
WESTMINSTER 50	0807230	MESA ELEMENTARY SCHOOL	080723001242	E	X				
WESTMINSTER 50	0807230	FRANCIS M. DAY ELEMENTARY SCHOOL	080723001236	E	X				
WESTMINSTER 50	0807230	WESTMINSTER ELEMENTARY SCHOOL	080723001252	E	X				
WESTMINSTER 50	0807230	FAIRVIEW ELEMENTARY SCHOOL	080723001235	E	X				
WESTMINSTER 50	0807230	SHERRELWOOD ELEMENTARY SCHOOL	080723001246	E	X				
WIDEFIELD 3	0806480	DISCOVERY HIGH SCHOOL	080648000051	H		X		X	
WINDSOR RE-4	0807350	MOUNTAIN VIEW ELEMENTARY SCHOOL	080735001262	E			X		

## **Allowable Use of Funds – Pre-Implementation**

Section J from the FY 2009 Guidance, “SIG, Race to the Top, and the State Fiscal Stabilization Fund,” has been removed and replaced with this new Section J for FY 2010.

### **J. PRE-IMPLEMENTATION**

#### **J-1. May an LEA use FY 2010 and/or FY 2009 carryover SIG funds for “pre-implementation”?**

Yes. Carrying out SIG-related activities during a “pre-implementation” period enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. (New for FY 2010 Guidance)

#### **J-2. What are examples of SIG-related activities that may be carried out in the 2010–2011 school year in preparation for full implementation in the 2011–2012 school year?**

This section of the guidance identifies possible activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. The activities noted should not be seen as exhaustive or as required. Rather, they illustrate possible activities, depending on the needs of particular SIG schools:

- **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- **Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H-19a).
- **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are

research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities. (New for FY 2010 Guidance)

**J-3. When may an LEA begin using FY 2010 and/or FY 2009 carryover SIG funds to prepare for full implementation of an intervention model in the 2011–2012 school year?**

An LEA may begin using FY 2010 and/or FY 2009 carryover SIG funds after the SEA has awarded the LEA a SIG grant based on the LEA's having met all requirements for having a fully approvable SIG application, including conducting a needs assessment and identifying the model that will be implemented in each school the LEA will serve with SIG funds. (New for FY 2010 Guidance)

**J-4. Is there a limit on the amount of SIG funds that an LEA may spend during the pre-implementation period that begins when it receives FY 2010 and/or FY 2009 carryover SIG funds?**

There is no specific limit on the amount of SIG funds that an LEA may spend during pre-implementation. However, funds for activities that are designed to prepare for full implementation in the 2011–2012 school year come from the LEA's first-year SIG grant, which may be no more than \$2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget and should consider, at a minimum, the following:

- SIG funds awarded for the first year must cover full and effective implementation through the duration of the 2011–2012 school year, in addition to preparatory activities carried out during the pre-implementation period.

- All activities funded with SIG funds must be reasonable and necessary, directly related to the full and effective implementation of the model selected by the LEA, address the needs identified by the LEA, and advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools (see also I-30).

## **Allowable Use of Funds**

***Please note:*** A comprehensive list of allowable activities can be found in “Guidance on School Improvement Grants” issued by the U.S. Department of Education on February 23, 2011.

### **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).

## UIP Tiered Intervention Grant (TIG) Action Plan Template

The applicants must complete Tables below for the Intervention strategy that corresponds to the selected TIG Model (Turnaround, Transformation, Restart, Closure). If the grant proposal is approved, the Major Improvement Strategies Section should be copied into the latest version of school's UIP.

Major Improvement Strategy : Adopt Tiered Intervention Grant (TIG) *Turnaround* Model

Summary of Root Cause(s) this Strategy will address (from existing UIP):

Description of Action Steps to Implement the Major Improvement Strategy	Assurances		Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
	Yes	No					
Replace the principal who led the school prior to commencement of the turnaround model;							
The LEA will Grant the principal sufficient operational flexibility in these areas:	Yes	No					
staffing,							

calendars/time,							
budgeting							
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff;							
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;							
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning							



and have the capacity to successfully implement school reform strategies;						
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new —turnaround office¶ in the LEA or SEA, hire 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						
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;						
Promote the continuous use of student data (such as from formative, interim, and summative assessments) 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;						
Provide appropriate social-emotional and community-oriented services and supports for students.						

Major Improvement Strategy : Adopt Tiered Intervention Grant (TIG) *Transformation* Model

Summary of Root Cause(s) this Strategy will Address (from existing UIP):

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Replace the principal who led the school prior to commencement of the					

transformation model;					
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —</p> <p>(a) 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</p> <p>(b) Are designed and developed with teacher and principal involvement;</p>					
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p>					
<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to</p>					

facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;					
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.					

Major Improvement Strategy : Adopt Tiered Intervention Grant (TIG) *Restart* Model

Summary of Root Cause(s) this Strategy will Address (from existing UIP):

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
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					

Major Improvement Strategy : Adopt Tiered Intervention Grant (TIG) *Closure* Model

Summary of Root Cause(s) this Strategy will Address (from existing UIP):

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
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.					

**2012-2013 Tiered Intervention Grant  
Intent-to-Apply**

<b>Name of LEA:</b>	
<b>AUTHORIZED REPRESENTATIVE (LEA)</b>	
Name:	Title:
Address:	Phone:
Fax:	E-mail:
<b>PROGRAM CONTACT PERSON</b>	
Name:	Title:
Address:	Phone:
Fax:	E-mail:
Eligible School(s):	
School Name:	
<b>Readiness Narrative</b>	
<p><b>Part 1</b></p> <p><input type="checkbox"/> Which of the following reform model(s) is the district considering:</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Restart</p> <p><input type="checkbox"/> Transformation</p> <p><input type="checkbox"/> Turnaround</p> <p>See Guidance: ( <a href="http://www2.ed.gov/programs/sif/sigguidance05242010.pdf">http://www2.ed.gov/programs/sif/sigguidance05242010.pdf</a> )</p>	
<p><b>Part 2</b></p> <p>Briefly describe your rationale for selecting the model above.</p> <p>Briefly describe the anticipated challenges with implementing the above identified reform model requirements:</p>	
<p><b>Part 3</b></p> <p>Briefly describe any actions or elements is the district/school already undertaken (considering the following as appropriate, based on the models the district is considering, taking into account the following as appropriate:</p> <p><i>change in school leadership; operational flexibility (budget, calendar, master agreement, staffing); develop &amp; increase teacher and leader development; instructional reform; and increased learning time.</i></p>	

<b>Readiness Interview</b>	
<p>Districts that intend to apply for their eligible school(s), must participate in a Readiness Interview in order to be considered. Please select your first through fourth preferences for the dates below. These are the only available dates.</p> <p>District attendees may include:</p> <ul style="list-style-type: none"> <li>○ Superintendent or his/her representative;</li> <li>○ Person(s) responsible for the grant; and</li> <li>○ Appropriate school representatives.</li> </ul> <p>Districts should plan on approximately 90 minutes for the interview.</p> <p>Interview will delve deeper into the information provided in the intent to apply and cover topics such as:</p> <ul style="list-style-type: none"> <li>• District readiness;</li> <li>• Identified need;</li> <li>• Knowledge of the reform models;</li> <li>• District capacity; and</li> <li>• Commitment to significant reform.</li> </ul>	
<p><b>Interview Date (s)</b> (In the space provided indicate preference 1 to 4)</p> <p>AM April 19, 2012 ____</p> <p>PM April 19, 2012 ____</p> <p>AM April 20, 2012 ____</p> <p>PM April 20, 2012 ____</p>	
<b>Signatures</b>	
<p>Superintendent Name: _____</p> <p>Superintendent Signature: _____</p> <p>Date: _____</p>	
<p>CDE will use the Readiness Narrative and Interview to help inform CDE and the district about the capacity to move forward with a Tiered Intervention Grant proposal.</p>	
Readiness Narrative	See 15 point rubric
Readiness Interview	15 points



# TIG Intent to Apply Narrative

District:

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School(s):

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The following criteria will be used by reviewers to evaluate the intent to apply narrative. In order for the application to be recommended for funding, it must receive at least ...

Which of the following reform model(s) the district is considering:

- ☐ Closure
- ☐ Restart
- ☐ Transformation
- ☐ Turnaround

TIG Intent to Apply Narrative	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and mostly complete)	Excellent (concise and thoroughly developed)
Provide clearly detailed responses to the items below. Note: Score will be based on the district's ability to articulate its readiness for reform and understanding of the reform models, rather than progress toward implementing the specific reform strategies.				
Description of the district rationale for selecting the model(s) above reflects an awareness of the model requirements and how they apply in the local context.	0	1	3	5
Description of the anticipated challenges with implementing the above identified reform model requirements (consider the following based on the models the district is considering):  <i>Change in school leadership; operational flexibility (budget, calendar, master agreement, staffing); develop &amp; increase teacher and leader development; instructional reform; and increased learning time.</i>  <i>The district demonstrates an understanding of the requirements described in the USDE guidance for the proposed reform models they identified.</i>	0	1	3	5

<p>Description of any actions or elements the district/school has already undertaken (consider the following based on the models the district is considering):</p> <p><i>Change in school leadership; operational flexibility (budget, calendar, master agreement, staffing); develop &amp; increase teacher and leader development; instructional reform; and increased learning time.</i></p>	0	1	3	5
<b>TOTAL POINTS</b>				<b>__/15</b>
<p><b>Comments:</b></p>				