



COLORADO DEPARTMENT of EDUCATION

REQUEST FOR PROPOSAL

Proposals due: Wednesday, April 17, 2013 by 4 p.m.

Application Webinar: Wednesday, March 20, 2013 from 1:00 – 2:00 p.m.

Required Intent to Apply (Attachment D) due: Friday, March 22, 2013 by 4 p.m.

Tiered Intervention Grant 2013

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

For program questions contact:

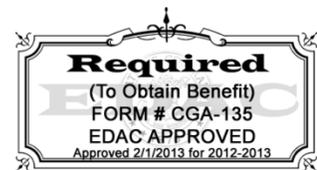
Brad Bylsma (bylsma_b@cde.state.co.us or 303-866-6937)

For fiscal/budget questions contact:

Martin Petrov (petrov_m@cde.state.co.us or 303-866-6389)

For RFP specific questions contact:

Lynn Bamberry (bamberry_l@cde.state.co.us or 303-866-6813)



2013 Tiered Intervention Grant – Overview Request For Proposal

Proposals Due: Wednesday, April 17, 2013

Introduction	<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"> ▪ 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Colorado Department of Education (CDE) in the implementation of one of the school intervention models provided in the draft guidance for the use of Federal Title I 1003(g) School Improvement Grant funds (To view the most recent final requirements/program guidance, please visit: http://www2.ed.gov/programs/sif/sigguidance02232011.pdf); ▪ Increase the academic achievement of all students attending chronically low performing schools as measured by the state’s assessment system; and ▪ Utilize the support and services of an external provider in their efforts to accomplish the above.
Purpose	<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>
Available Funds	<p>Approximately \$7 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 three 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. CDE expects to fund approximately 6 applications.</p>
Eligible Applicants	<p><u>Eligible schools are listed in Attachment A.</u> The eligible schools were identified as either Title I Schools that are low performing and/or have a low graduation rate <u>OR</u> Title I Eligible High Schools with low graduation rates. The following rules were used to identify TIG eligible schools:</p> <p>TIG Eligible Title I Schools were identified if,</p> <ul style="list-style-type: none"> • Schools were on the 2012-2013 Title I Schools List; <u>and</u> • Had 2012 Academic Achievement ratings of <i>does not meet</i> in reading and mathematics on the 3-year SPF (must have had data for the past 3 years). (This is run at the E, M or H level individually. For a school to be identified, all EMH levels receiving Title I funding need to receive <i>does not meet</i> ratings in reading and math); <u>and</u> • Were schools with the lowest 5% of combined reading and math percentiles for academic achievement on the 3-year SPF; <u>and/or</u> • Were schools with graduation rates less than 60% for all of the following: 2011 4-year, 2010 5-year, and 2009 6-year rates; <u>and</u> • Were assigned a 2012 Turnaround or Priority Improvement (or AEC-Turnaround or AEC-Priority Improvement, if eligible) plan type assignments (their official plan type assignment). <p>TIG Eligible Title I Eligible High Schools were identified if,</p> <ul style="list-style-type: none"> • Schools were Title I eligible high schools for 2012-2013 (schools with High School records, not currently served with Title I funds, with 2012-13 Free and Reduced Lunch percentage equal to or greater than 35% or at or above the 2012-13 district average for the High School level); <u>and</u> • Were schools with graduation rates less than 60% for all of the following: 2011 4-year, 2010 5-year, and 2009 6-year rates (schools must meet the minimum count each individual year to be included in the analyses); <u>and</u> • Were assigned a 2012 Turnaround or Priority Improvement (or AEC-Turnaround or AEC-Priority Improvement, if eligible) plan type assignments (their official plan type assignment).

Eligible Applicants (Continued)

Please Note: Previously funded-TIG schools were excluded from the analyses. Priority schools may not be focus schools. Focus schools that apply for and are awarded a TIG will become priority schools and will be removed from the Colorado list of Focus Schools. And 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.

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 and growth data in reading, writing, math, and science; and
- Others likely to be highly-correlated with successful improvement efforts.

c. Qualitative indicators that arise from cross-sector research about successful reform models. For example:

- Focused and prioritized improvement strategies that will lead to visible early wins.

Evaluation

<p>Evaluation (Continued)</p>	<ul style="list-style-type: none"> • Whether 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 influence those who oppose dramatic change. • Evidence of district leadership and support. • Additional resources on successful reform models can be found at: http://www.cde.state.co.us/uip/TurnaroundSupport.asp. <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"> • http://www.cde.state.co.us/FedPrograms/ti/sitig.asp <p>Tiered Intervention Grants are intended to yield rapid increases in student achievement; therefore, funded sites that have a flat or declining performance framework profile over the life of the grant are unlikely to be funded for a third year.</p> <p>For continuation of funding into Year 2, CDE will consider achievement data, with a strong emphasis on implementation data including:</p> <ul style="list-style-type: none"> • 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. <p>For continuation of funding into Year 3, emphasis will be placed on school achievement gains, as well as implementation data.</p>
<p>Allowable Use of Funds</p>	<p>Awarded funds may be used for the following purposes: Pre-Implementation costs and implementation of the chosen model (identified costs that are absolutely necessary to implement the model fully and effectively) including:</p> <ul style="list-style-type: none"> ▪ Family and community engagement; ▪ Rigorous review of external providers; ▪ Staffing; ▪ Instructional programs; ▪ Professional development and support; ▪ Preparation for accountability measures (see attachment B for additional guidance on pre-implementation funds); ▪ 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); and/or ▪ Evaluation of implementation and/or external providers. <p>Note: Administrative costs may be no more than 5% of the funded amount.</p>
<p>Commitments</p>	<p>For information regarding commitments required by LEAs and by CDE, see the Certification and Assurance form (pages 10 – 12).</p>

Duration of Grant	<p>Funds must be expended by:</p> <ul style="list-style-type: none"> • Year 1: September 30, 2014 (May 30, 2013-September 30, 2014) <p>Years 2 and 3 contingent upon CDE approval and continued 1003(g) funding from the USDE:</p> <ul style="list-style-type: none"> • Year 2: September 30, 2015 (July 1, 2014-September 30, 2015) • Year 3: September 30, 2016 (July 1, 2015-September 30, 2016)
Technical Assistance	<p>An application training webinar will be held on Wednesday, March 20, 2013 from 1:00 – 2:00 p.m. To register for this technical assistance opportunity, please email Nicole Dake at: dake_n@cde.state.co.us.</p> <p>Note: If interested in applying for this grant opportunity, please complete the Letter of Intent (Attachment D) and submit by Friday, March 22, 2013 to CompetitiveGrants@cde.state.co.us.</p>
Review	<p>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. 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.</p> <p>Each district/school identified for possible funding will be visited following the review of applications, the week of May 20th 2013. The purpose of the site visit will be to:</p> <ul style="list-style-type: none"> • Confirm the information provided in the application; • Verify readiness; • Ensure capacity needed to successfully implement the proposed project; • Determine any technical assistance and/or support needs of each district/school; • Make final funding determinations. <p>If district/school staff 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. Applicants will receive final notification of application status by May 30, 2013.</p>

Submission Process

The **original plus five copies** of the application must be received by **Wednesday, April 17, 2013** 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 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/FedPrograms/ti/sitig.asp>.

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

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 sections I –IV).

Part I: **Proposal Introduction (not scored)**
Cover Page
Schools to be Served
LEA/School Information and Signature Page
Assurance and Certification Form
Waivers
Executive Summary

Part II: **Narrative**
Section I: LEA Readiness
Section II: LEA Commitment and Capacity
Section III: Needs Assessment and Program Plan
Section IV: Budget Narrative

Application Format:

- Applications should only include the required elements.
- The total narrative (Part II) 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.

2013 TIERED INTERVENTION GRANT

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

Name of Lead Local Education Agency (LEA)/Organization:			
Mailing Address:			
District Turnaround Project Manager:			
Mailing Address:			
Telephone:		E-mail:	
Signature:			
Program Contact Person (if different):			
Mailing Address:			
Telephone:		E-mail:	
Signature:			
Fiscal Manager:			
Telephone:		E-mail:	
Signature:			
Region: <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			
Total LEA Request: <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>			
Year 1	Year 2	Year 3	Total
(May 30, 2013 – September 30, 2014)	(July 1, 2014 – September 30, 2015)	(July 1, 2015 – September 30, 2016)	
\$	\$	\$	\$

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.

In Addition: The Year 1 grant period may include pre-implementation costs from May 30, 2013 to June 30, 2013 (see Attachment B). The duration of Year 1 will be May 30, 2012 to September 30, 2014.

PART IA: SCHOOLS TO BE SERVED

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

SCHOOL NAME	NCES ID #	INTERVENTION Model			
		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) , 2013 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:

Federal Assurances:

- Use its School Improvement Grant to implement fully and effectively an intervention in each 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 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 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; and
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements (program guidance can be found at: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>).

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;
- 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 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 (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.

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;
- 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 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 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.

- Implementing a schoolwide program in a 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

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 2013 Grant Review Rubric

Part I:	Proposal Introduction	No Points
Part II:	Narrative	
	Section I: LEA Readiness	/31
	Section II: LEA Commitment and Capacity	/54
	Section III: Needs Assessment and Program Plan	/56
	Section IV: Budget Narrative	/23
	Electronic Budget	No Points
	Total	/164

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: 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 II: Narrative**164 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 131 of the total possible 164 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.

Section I: LEA Readiness	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and mostly complete)	Excellent (concise and thoroughly developed)
a) Clearly articulate what need this grant would fulfill within your school(s) and district.	0	1	3	5
b) Describe the role of the district leadership in communicating the importance of achieving dramatic gains, compelling action and being available to strategically support the reform effort.	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) Describe how you have made the community (SAC parents, business, foundations, etc.), aware of the performance of the school(s) for which you are applying.	0	1	3	5
e) Describe how your community and school board has been involved in improvement planning to date.	0	1	3	5
f) Describe how this grant opportunity fits into the district/schools overall improvement plan.	0	1	2	3
g) Describe what makes your district/school(s) ready and capable of dramatic change at this point in time.	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				/31

Section II: LEA Commitment and Capacity	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and mostly complete)	Excellent (concise and thoroughly developed)
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 schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, and/or 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) What specific actions has the district taken (or will take) to design and implement interventions consistent with the final requirements? To view the final requirements/program guidance, please visit: http://www2.ed.gov/programs/sif/sigguidance02232011.pdf .	0	1	3	5
d) 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
e) 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
f) What <i>specific</i> 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

<p>g) 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)?</p> <p>If there are 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).</p>	0	3	5	7
<p>h) 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)?</p>	0	1	2	3
<p>i) 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.</p>	0	1	3	5
<p>j) 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).</p>	0	1	3	5
<p>k) 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)?</p>	0	1	2	3
<p>l) How will the project strategies be modified if the progress monitoring data does not show that targets have been met?</p>	0	1	3	5
<p>Reviewer Comments:</p>				
<p>TOTAL POINTS</p>				<p>__/54</p>

Section III: Needs Assessment and Program Plan	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and mostly complete)	Excellent (concise and thoroughly developed)
a) Submit the Unified Improvement Plan Addendum (Attachment E) 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. Expectations for growth after one year must be clear.	0	3	5	7
f) Provide evidence to demonstrate interventions are consistent with the final requirements. To view the final requirements/program guidance, please visit: http://www2.ed.gov/programs/sif/sigguidance02232011.pdf .	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
Reviewer Comments:				
TOTAL POINTS				/56

Section IV: Budget Narrative	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and mostly complete)	Excellent (concise and thoroughly developed)
<p>For each school, provide a 3-year electronic budget (http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm) in compliance with CDE’s standard fiscal rules including a budget narrative that contains the following criteria:</p>				
<p>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.</p>	0	3	5	7
<p>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.</p>	0	1	3	5
<p>c) Amount of school improvement dollars used by the LEA to <i>support</i> implementation of the selected school intervention model and activities are clearly detailed.</p>	0	1	3	5
<p>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).</p>	0	1	2	3
<p>e) Details any portion of the plan that will be paid for by grant funds.</p>	0	1	2	3
<p>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.</p>				
<p>Reviewer Comments:</p>				
<p>TOTAL POINTS</p>				<p>___/23</p>

2013 Tiered Intervention Grant Eligible Schools

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

District Name	District NCES #	CO School No.	School Name	School NCES #	SIG Eligible Grade Level
ADAMS COUNTY 14	0801950	0022	LESTER R ARNOLD HIGH SCHOOL	01307	H
ADAMS-ARAPAHOE 28J	0802340	1458	AURORA CENTRAL HIGH SCHOOL	00056	H
ADAMS-ARAPAHOE 28J	0802340	1948	CRAWFORD ELEMENTARY SCHOOL	00058	E
ADAMS-ARAPAHOE 28J	0802340	2995	FLETCHER INTERMEDIATE SCIENCE & TECHNOLOGY SCHOOL	06440	EM
ADAMS-ARAPAHOE 28J	0802340	6728	PARIS ELEMENTARY SCHOOL	00075	E
AGUILAR REORGANIZED 6	0802010	0066	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	00023	H
CHARTER SCHOOL INSTITUTE	0800020	3475	GOAL ACADEMY	06393	H
DENVER COUNTY 1	0803360	0418	ASHLEY ELEMENTARY SCHOOL	00309	E
DENVER COUNTY 1	0803360	0540	BARRETT ELEMENTARY SCHOOL	00312	E
DENVER COUNTY 1	0803360	6350	BRUCE RANDOLPH SCHOOL	01869	M
DENVER COUNTY 1	0803360	9496	CASTRO ELEMENTARY SCHOOL	00424	E
DENVER COUNTY 1	0803360	1748	COLORADO HIGH SCHOOL	01862	H
DENVER COUNTY 1	0803360	2789	ESCUELA TLATELOLCO SCHOOL	01834	EMH
DENVER COUNTY 1	0803360	4450	JOHNSON ELEMENTARY SCHOOL	00368	E
DENVER COUNTY 1	0803360	6394	NORTHEAST ACADEMY CHARTER SCHOOL	01837	E
DOUGLAS COUNTY RE 1	0803450	3995	HOPE ON-LINE	06391	H
JEFFERSON COUNTY R-1	0804800	0965	BRADY EXPLORATION SCHOOL	01907	H
MAPLETON 1	0805550	0263	GLOBAL LEADERSHIP ACADEMY	01860	MH
VILAS RE-5	0806990	9085	V.I.L.A.S. ONLINE SCHOOL	01805	H
WESTMINSTER 50	0807230	5388	M. SCOTT CARPENTER MIDDLE SCHOOL	01241	M

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).

Examples of 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).

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

Name of LEA:	
AUTHORIZED REPRESENTATIVE (LEA)	
Name:	Title:
Address:	Phone:
Fax:	E-mail:
PROGRAM CONTACT PERSON	
Name:	Title:
Address:	Phone:
Fax:	E-mail:
Eligible School(s):	
School Name:	
Model	
<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: (http://www2.ed.gov/programs/sif/sigguidance05242010.pdf)</p>	
<p>Part 2</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>	
Signatures	
<p>Superintendent Name: _____</p> <p>Superintendent Signature: _____</p> <p>Date: _____</p>	

Letters of Intent will be due **by 4:00 p.m. on Friday, March 22, 2013** to:
CompetitiveGrants@cde.state.co.us

Section V: Supporting Addenda Forms

For Schools with a Tiered Intervention Grant (TIG) that Selected a Turnaround Model

Schools that participate in the Tiered Intervention Grant and selected the Turnaround Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Turnaround Model) Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the principal sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	
Describe the new governance structure that was adopted. This structure may include, but is not limited to, requiring the school to report to a turnaround office in the LEA, hiring a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or entering into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.	Section IV: Action Plan (p. 10) or Required TIG Addendum	
Describe the process for replacing the principal who led the school prior to commencement of the turnaround model (e.g., use of competencies to hire new principal).	Section IV: Action Plan (p. 10)	
Describe how locally adopted competencies are used to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. Include (a) how all existing staff were screened and not more than 50 percent rehired and (b) how new staff are selected.	Section IV: Action Plan (p. 10)	

Description of TIG (Turnaround Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
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.	Section IV: Action Plan (p. 10)	
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.	Section IV: Action Plan (p. 10)	
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;	Section III: Data Narrative (p. 7) and Section IV: Action Plan (p. 10)	
Describe 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.	Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p. 10)	
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan (p. 10)	
Provide appropriate social-emotional and community-oriented services and supports for students.	Section IV: Action Plan (p. 10)	

Section V: Supporting Addenda Forms

For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model

Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan (p. 10) or Required TIG Addendum	
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan (p. 10)	
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.	Section IV: Action Plan (p. 10) or Required TIG Addendum	
Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.	Section IV: Action Plan (p. 10) or Required TIG Addendum	

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
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.	Section IV: Action Plan (p. 10)	
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.	Section IV: Action Plan (p. 10)	
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;	Section III: Data Narrative (p. 7) and Section IV: Action Plan (p. 10)	
Describe 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.	Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p. 10)	
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan (p. 10)	
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan (p. 10)	

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.					