School Improvement Grants

Application for FY 2013 New Awards Competition

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

Fiscal Year 2013

CFDA Number: 84.377A

State Name: Iowa

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

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

Paperwork Burden Statement

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

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

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

ESEA Flexibility

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

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

Availability of Funds

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

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

Iowa LEA

Grant Application

Federal School Improvement Funds

Deadline for Submission:
Grant application must be delivered or received by
May 15, 2014
4:30 p.m.

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

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

Program Description

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

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

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

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

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

Federal Guidance: See attached Document

Application Requirements

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

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

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

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

The LEA should submit its FY 2013 application to geri.mcmahon@iowa.gov.

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

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

Geri McMahon
400 E 14th Street
Des Moines, IA 50319-0146

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

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

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

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

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

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

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

APPLICATION COVER SHEET

LEA SCHOOL IMPROVEMENT GRANTS

District Name: Des Moines Independent Community School District District State Code: 771737 000 District NCES Identification Code: 1908970	District's Mailing Address: 901 Walnut Street, Des Moines, IA 50309		
School(s) Served: Capitol View Elementary School	NCES Identification Code: 190897000518	Intervention Model: Transformation Model	Allocation Requested: $1,717,040

LEA Contact for the School Improvement Grant

Name: Mr. Thomas Ahart

Position and Office: Superintendent

Contact's Mailing Address:
901 Walnut Street
Des Moines, Iowa 50309-3506

Telephone: (515) 242-7766

Fax: (515) 242-7679

Email address: thomas.ahart@dmschools.org

LEA Superintendent (Printed Name): Thomas Ahart	Telephone: 515-242-7766
Signature of the LEA Superintendent: X Hand delivered to the Iowa Department of Education on May 15, 2014	Date:
LEA School Board President (Printed Name): Cindy Elsbernd	Telephone: 515-771-1140
Signature of the LEA School Board President X	Date:

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

For Iowa Department of Education use only
Date Received:

FY2013 Iowa LEA School Improvement Grant Checklist

Instructions: Complete a checklist for each applicant school.

☒ Application Cover Sheet

☒ Section A: Schools to be served

☒ Section B: Descriptive Information

- ☒ 1. Needs Assessment and Analysis
- ☒ 2. Resource Alignment
  - ☒ Resource Alignment Assurance
- 3. Actions
  - ☒ a. Capacity
  - ☒ b. Design and implement interventions required of model chosen
  - ☒ c. External providers
  - ☒ d. Modification of practices and policies
  - ☒ e. Sustainability of the reforms
- ☒ 4. Timelines for pre-implementation and implementation
- 5. Monitoring
  - ☒ a. Establishing annual goals for both reading and math
  - ☒ b. Measuring of progress, including use of leading indicators
  - ☒ c. Monitoring Assurance
- ☒ 6. Stakeholder consultation

☒ Section C: Budget

☒ Assurances

☒ Waivers

Incomplete or late applications will not be considered

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

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

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (Tier I and II only)			
					Turn-Around	Restart	Closure	Transformation
Capitol View Elementary	190897000518	X						X
Lovejoy Elementary	190897000552	X						X
Monroe Elementary	190897000563	X						X

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

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

(1) Needs Analysis

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

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

Name	Title	Stakeholder Group	Date of Meeting
Tara Owen Wilma Gajdel	Findley Principal Dir of Federal Prog*	SIG Cohort 2 Lessons learned	March 10, 2014
Maureen Taylor Wilma Gajdel	Harding Principal Dir of Federal Prog*	SIG Cohort 2 Lessons learned	March 10, 2014
Audrey Rieken	Weeks Principal	SIG Cohort 2	March 10, 2014

Wilma Gajdel	Dir of Federal Prog*	Lessons learned	
Mary Grinstead Wilma Gajdel	Assessment Supervisor* Dir. of Federal Prog.*	Needs assessment design	April 10, 2014
Marsha Kerper Amanda Gomes Michelle Howe Rob Burnett Liz Griesel Mike Lord Wilma Gajdel	Principal Math Coach Literacy Coach Released Dean Literacy Coord.* Elementary Director* Dir of Federal Prog*	Capitol View Needs assessment	April 14, 2014
Brad Paul Sarah Pentek Elizabeth Yates Liz Griesel Mike Lord	Dean of Students Instructional Coach In-Class Rdg Teacher Literacy Coord.* Elementary Director*	King Needs assessment	April 15, 2014
Bill Szakacs Mike Lord Wilma Gajdel Patti Graham Shelly Pospeshil Karen Catron Deanna Klopf	Principal Elementary Director* Dir of Federal Prog* Literacy Coach Incoming Principal Math Coach Math Coach	Lovejoy Needs assessment	April 15, 2014
Cindy Wissler Lauren Prior-Sweet Mike Lord Carrie Spoelstra Julia Frey Wilma Gajdel	Principal Incoming Principal Elementary Director* Instr Coach/Intervention Instr Coach/Intervention Dir of Federal Prog*	Monroe Needs assessment	April 17, 2014
Jaynette Rittman Jody Kerchal Liz Griesel Mike Lord	Principal Dean of Students Literacy Coord.* Elementary Director*	Edmunds Needs assessment	April 17, 2014
Lori Puffett Karen Ghormley Kelly Ruden Laurel Prior-Sweet Chris Albers Mike Lord Wilma Gajdel	Special education teacher K teacher 3rd grade teacher Incoming principal ELL teacher Elementary Director* Dir of Federal Prog*	Monroe Needs assessment	April 22, 2014
Emily Tempel Maggie Kigin Rachel Riley Sarah Horn Stacy Wood Mary Kay Mullarkey Karla Day Mike Lord Wilma Gajdel	4th grade teacher 3rd grade teacher 1st grade teacher 2nd grade teacher 5th grade teacher K teacher AEA Elementary Director* Dir of Federal Prog*	Capitol View Needs assessment	April 22, 2014
Kristi Dusenbery Stephanie Erb	3rd grade teacher Special ed teacher	Edmunds Needs assessment	April 23, 2014

Chelsie Anderson Lisa Cardamone Barbara Khalastchi Mike Lord Liz Griesel	In-class reading teacher 2nd grade teacher ELL teacher Elementary Director* Literacy Coord.*		
Cindi DeMeyer Tiffany Sparks Karen Knust Heather Frew Karen Catron Mike Lord Liz Griesel	3rd grade teacher 4th grade teacher 1st grade teacher Kindergarten teacher In-class math Elementary Director* Literacy Coord.*	Lovejoy Needs assessment	April 24, 2014
Brenda Villarreal Brooke Fry Joseph Blake Julie Schwertley Mike Lord Liz Griesel	Kindergarten ELL tchr. 5th grade teacher In-class math 1st grade teacher Elementary Director* Literacy Coord.*	King Needs assessment	April 25, 2014

*Designates DMPS district personnel

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

The School Improvement Grant (SIG) needs assessment process for Des Moines Public Schools (DMPS) is founded on a systems approach to addressing the performance of our lowest performing schools. A school does not become persistently lowest-achieving (PLA) on its own. DMPS is a system of schools and our PLA schools are under-performing, in part, because the system did not recognize the intensity of support needed to build the capacity of teachers and principals to execute district initiatives consistently and with fidelity. DMPS has committed to not only applying for School Improvement Grants (SIG) for Capitol View, Lovejoy, and Monroe Elementary schools; but to also utilizing district general funds to implement parallel intervention systems including the SIG required activities in two other DMPS Tier I PLA elementary schools, Edmunds and King, pending approval of the DMPS SIG Applications. Because DMPS intends to implement a system of interventions for all five PLA elementary schools, our needs assessment focused on individual schools to identify common issues, as well as issues specific to each individual school differentiated specifically for these schools and implemented with intensity. The needs assessment was implemented to identify intervention areas. The process included the following components: data review; interviews with

each of the five school leadership teams; interviews with a team of teachers from each of the five schools; identification of common issues among all five schools, as well as unique issues at each school; verification of the needs with all five schools at planning meetings including school and district representatives; identification of interventions to address the needs; and commitment of district resources to support schools and interventions not funded through the School Improvement Grants.

Interviews with the school leadership teams covered all areas pertaining to schools included in the application. Interviews were then held with a team of teachers from each of the five schools for two purposes: as a form of inter-rater reliability with the leadership team interviews, but most importantly, to focus more specifically on issues common to all schools identified through the leadership team conversations (role of the instructional leader; fidelity of implementation of literacy and math curricula; teacher collaboration time; services organized according to Universal, Targeted, and Intensive tiers; valid progress monitoring assessments; behavior plan/program implemented with fidelity; and evidence of parent/community involvement).

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

Capitol View is an elementary school with a vision to create a safe, positive, and nurturing learning environment for its students. Located at 320 East 16th Street in Des Moines, Capitol View is a pre-kindergarten through fifth grade Title I school designated as Persistently Lowest Achieving (PLA).

With 75,740 square feet, the building opened its doors to students in 2001. Capitol View has operated on a continuous calendar schedule since 2004. The current enrollment is approximately 616 students, 552 of whom are kindergarten through fifth grade students. The student population has increased by 83 students since the 2012-2013 school year.

Capitol View hosts a diverse student body. Forty percent of the student population is English Language Learners, primarily speaking Spanish. Listed below is the demographic information for the student population at Capitol View, followed by the number/percent of those who qualify for the Free and Reduced Price Lunch Program. Capital View is a Provision 2 school, meaning all families may receive free breakfast

and lunch.

Capitol View Demographic Information

Ethnic/Demographic	**Count**
Total Enrollment	616
Hispanic	50%
White	26%
Black (African American)	14%
Other	10%

Free and Reduced Price Lunch Program	
Total Enrollment	616
Qualify for Free/Reduced	93%

Along with four sections of each grade level (kindergarten through fifth grade), Capitol View has a number of educational programs implemented to meet the needs of all students. The goal of these programs is to equip students to be lifelong learners, contributing citizens, and people of character.

Recognizing the academic, socioeconomic, and physical needs of the students, Capitol View programming includes a SUCCESS program, weekly peer collaboration, data-driven instruction, and an in-class collaboration model. In addition, the deaf education program at Capitol View fulfills an important need within the community. About 21 students are enrolled in this program. Select classrooms have a sign interpreter when students are integrated into the general education setting. The deaf education program adds about 17 members to Capitol View's staff.

Comprised of 92 members, Capitol View's staff and faculty includes two full-time and one half-time or teacher for English Language Learning, one bilingual community outreach worker, one literacy coach, one

math coach, one school-based therapist and one success worker. Specials teachers are employed full time to offer music, physical education, art, and a technology lab.

The goal of these staff members is to improve the lives of everyone who comes through Capitol View on a daily basis. A healthy, motivated, and caring lifestyle is the focus at Capitol View Elementary.

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

School: Capitol View **Tier: I**

What?	**What does it look like? (Current Reality)**
Areas to Analyze, if available, as part of the comprehensive needs assessment	**LEA's evidence-based/quantitative data, STRENGTHS/GENERAL OBSERVATIONS, weaknesses, and areas of critical need**
Leadership Do you have people to fulfill these roles, with protected time in their schedules, allowing them to do this work?	
• Administrators (allowing principal to be the chief instructional leader)	STRENGTHS/GENERAL OBSERVATIONS • Principal hired 2013-14 as part of the reform effort • FT Released Dean of Students position reclassified to Specialist position beginning 2014-15; contract of 205 days rather than 195; increased job responsibilities including evaluation of teachers; principal views this as support to help her focus more on instructional leadership CONCERNS, AREAS OF CRITICAL NEED • Current FT Released Dean of Students has been hired as DMPS principal beginning 2014-15; concern about the possibility of frequent turnover in Dean position as it is training ground for principals; due to the nature of the Capitol View population and

	current achievement levels, the school needs to have consistency in the position; turnover creates need for principal to spend time supporting and transitioning new Dean; staff would like to explore a change in district practices related to this position in order to make it a more stable position • Principal's concerns after 1st year at Capitol View regarding hiring implications: o Approximately 10 teachers will retire after 2014-15; how do we plan for supporting all of these potentially new to the profession teachers? o Continuous calendar has unintended consequences for staff turnover as teachers start the school year in July and then may be hired for a new position effective in August; this requires Capitol View to transition new staff 6 weeks into the school year; the general consensus is that that calendar causes too many issues and there are not data to support improvements in achievement; the school will review the calendar during 2014-15 for possible changes o All of this has implications for how the principal spends her time supporting instructional leadership
• Supplemental support	STRENGTHS/GENERAL OBSERVATIONS • Special education consultant has provided needed support for SE program design • Counselor, SUCCESS case manager, mental health therapist CONCERNS, AREAS OF CRITICAL NEED • Student attendance is a big concern; need for additional support to provide attendance interventions and communicate with families (social worker is only at school 1 morning a week); high need for interventions for students who miss more than 20 days per year

• Instructional leader (responsible for understanding content, standards, and identification of research-based instructional materials for Iowa Core and interventions) • Data leader (responsible for identifying assessments and their alignment to the Iowa Core, how to interpret and report results, and how to use the data to make instructional decisions) • Professional Learning Community (PLC) or Data Team leader (responsible for allocating meeting times, supporting group decisions, and using data to make decisions) • Response to Intervention (RtI) coach	STRENGTHS/GENERAL OBSERVATIONS • Instructional coach position fills all roles (instructional, data, PLC leader, and RtI coach) • Two FT instructional coaches – one for literacy and one for math • Coaches coordinate data collection, charting, and analysis for data team process CONCERNS, AREAS OF CRITICAL NEED • Coaches' responsibilities have expanded and been taking them out of the classroom - goal is to get them back into the classroom more • Coaches are often used to help newly-enrolled students transition from traditional to continuous calendar as they have missed critical curriculum • Concerned about "cost" of interventionists attending data meetings; interventionists serve 2-3 grade levels, so attend multiple meetings
Are the following teams established and are all of the above positions represented on these teams? • District Leadership Team	STRENGTHS/GENERAL OBSERVATIONS • Office of Schools created a principals' Ad Hoc Committee this year CONCERNS, AREAS OF CRITICAL NEED • No current structure that aligns review of district-wide data with deployment of resources and identification of leadership and instructional priorities
• Building Leadership Team	STRENGTHS/GENERAL OBSERVATIONS • Current team has wide representation to build trust during transition of new principal • Principal, coaches, and dean meet to do focused instructional planning CONCERNS, AREAS OF CRITICAL NEED • Team needs to be redesigned for 2014-15 ✓ Current agenda focuses more on management than instruction

	✓ Consider having 2 teams: one focused more on management and another on instruction ✓ Scheduling time to meet after school is difficult with 21st century programming 4 days each week
Standards, Instructional Materials, and Instructional Practices	
• What is the status of implementation of the Iowa Core in the district and the building?	STRENGTHS/GENERAL OBSERVATIONS DISTRICT • District curriculum documents are aligned with the Iowa Core/Common Core Standards (CCS). The district expectation is that the data teams are unwrapping the standards into "I can" statements to further develop teachers' understanding of what students should be able to know and do. Teachers then write CFAs for every unit aligned with the "I can" statements and CCS. • District professional development (PD) related to data teams supports unwrapping the standards, developing common formative assessments (CFAs), and analyzing the data to make instructional decisions. • Close Reading PD has been provided in 2013-14. Text dependent questions are directly aligned to a standard. The focus of Close Reading is to ensure students are working in grade level texts, independently and proficiently. SCHOOL • Teachers have created "I Can" statements and CFAs • District curriculum guides are used for planning at PLCs • Every grade level administers unit or trimester assessments and post-tests CONCERNS, AREAS OF CRITICAL NEED SCHOOL • PLC conversations focus on what we teach; need to find time to talk about how we teach and monitor whether or not teachers are using strategies discussed in PLCs
• District and building implementation of Iowa Core	STRENGTHS/GENERAL OBSERVATIONS

o Are there fidelity of implementation checks?	• Data team implementation studies were conducted in elementary schools during the 2013-14 school year by district and school leadership. One of the conclusions of this implementation study was the need for this data in order to better support schools, but a concern that the tool utilized did not generate the data needed to identify next steps to support data team development. • A district classroom walkthrough tool was implemented in 2013-14 for the first time; however its current focus is on environmental issues and does not support observations regarding implementation of the Core CONCERNS, AREAS OF CRITICAL NEED • Concerned about consistency of implementation of Core across grade levels, but don't have walk-through data that informs concerns • Current district walk-through tool is better than what we have had; it exposes glaring problems, but does not provide information about fidelity of instruction; contains many environmental items that do not provide information about instruction
• Alignment between assessments and curricula	STRENGTHS/GENERAL OBSERVATIONS • Literacy mid-year and end-of-year assessments are directly aligned to CCS. • Math trimester assessments are administered K-1 and directly aligned to CCS. Unit tests for 2nd-5th grades are developed at the district level and aligned to CCS. • Building-created CFAs are aligned to "I can" statements which are grounded in CCS. CONCERNS, AREAS OF CRITICAL NEED • Coaches have concerns about alignment between math general education and math special education district assessments – each seem to be assessing different things
• Research-based materials used by all teachers to teach English-Language Arts (ELA) and Math to all students (universal instruction) o How were materials chosen? o Do materials align with Iowa Core?	STRENGTHS/GENERAL OBSERVATIONS • *Journeys*, Houghton Mifflin Harcourt (HMH), was adopted in the fall 2012 as the district's curriculum resource for literacy. The district's board policy and procedures for adoption of curriculum materials were followed. These materials support in-

o How were teachers trained to use materials? o Is there fidelity of implementation across classes and grades?	struction of the CCS. A supplemental document from HMH is provided with each teacher's edition to extend support of the CCS. • See Appendix A for documents related to Journeys: Journeys Expectations and Journeys Press Release. • *GO Math!*, HMH, will be adopted in the fall of 2014 as the district's curriculum resource for math. The district's board policy and procedures for adoption of curriculum materials was followed. These materials are directly aligned with CCS. • See Appendix B for the K-5 Mathematics Materials Upgrade document. • For both new adoptions, summer PD was/will be offered to every K-5 teacher, administrator, and instructional coach. In addition, the district provided an initial framework (Appendix C) to assist teachers in their initial implementation of the materials to support the CCS. • Through data team work, teams will be identifying specific HMH instructional resources, as well as supplemental resources, to meet the instructional needs of their students. CONCERNS, AREAS OF CRITICAL NEED • No data available regarding fidelity with which teachers are implementing instructional materials and the expected practices associated with the materials
• Intervention providers (who and what is their training?)	STRENGTHS/GENERAL OBSERVATIONS • District has provided one K-2 interventionist for all 8 PLA schools (.5 Reading Recovery/.5 literacy interventionist) • Math: Coach and 4 interventionists • Literacy: Coach and 4 interventionists • ELL: 2.5 interventionists • Special Education: 6 • PD provided during monthly district Teaching & Learning meetings CONCERNS, AREAS OF CRITICAL NEED

	• Additional interventionists are needed
• Teachers collaborating at least 1 time a week	STRENGTHS/GENERAL OBSERVATIONS • 2x each week, once each for literacy and math CONCERNS, AREAS OF CRITICAL NEED • Focus of implementation of Iowa Core has been more on content and less on strategies
• Job-embedded professional development that is aligned with Iowa Core and school's comprehensive instructional program and materials	STRENGTHS/GENERAL OBSERVATIONS District: • Job-embedded PD is provided through collaboration times twice each week, as well as district PLCs designed to support initial implementation of new instructional materials. These PLCs meet monthly on early-release Wednesdays. • Coaches and principals receive additional training through monthly Teaching and Learning meetings. Learnings from these trainings are shared through Wednesday building-directed PD days and school collaboration times. • On-site training and support is provided by the district to schools requesting additional assistance. 2013-14 focus has been on Close Reading and daily math review, both aligned with Iowa Core School: • PD has been used as a springboard for new Peer Review system • PD occurs during collaboration time and building-directed early out Wednesdays CONCERNS, AREAS OF CRITICAL NEED • Data regarding fidelity of implementation of PD is not available to inform future PD

• How will the building/district leverage the expertise of high-performing teachers to facilitate improvement in instruction and support building/district priorities (e.g. educator effectiveness, college- and career-ready standards, assessment literacy)?	STRENGTHS/GENERAL OBSERVATIONS • Coaches utilize high-performing teachers to help share instructional strategies during PLCs • Peer observation videos were showcased which led to other teachers selecting these teachers for observation
• Services are organized according to Universal, Targeted, and Intensive tiers	STRENGTHS/GENERAL OBSERVATIONS • Scheduled "untouchable" time for Universal tier instruction when students are not pulled for intervention CONCERNS, AREAS OF CRITICAL NEED • Many students have 2-3 intervention groups daily which makes it difficult for classroom teachers to realign classroom groups because of the scheduling required for the multiple groups; teachers express concern about being able to serve students in Universal instruction with so many intervention groups • Because there are so many interventionists working with each teacher, the PLC meeting schedule does not allow them to attend all the grade level PLCs they serve; teachers have to "chase them down" to discuss data and instruction • Coaches need guidance on intervention strategies: Should interventions focus on re-teaching or supporting what is currently taught? Do current intervention strategies best support ELL students?
Assessment and Data Collection What are your proficiency results and trends over time?	
• Use of universal screening assessments with percent of students proficient, given three times per year to all students	STRENGTHS/GENERAL OBSERVATIONS • Literacy: o K: currently using Modified Emerging Literacy survey administered three times a year; assessment first administered in 2013-14

Percent Proficient on the Emerging Literacy Assessment: Fall

	Number of Students	Percent Proficient
Phonemic Awareness	11	10.89%
Concepts of Print	21	20.79%
Letters and Sounds	0	0.00%
Sight Word Recognition	3	2.97%

Sentence Dictation	0	0.00%
Reading Passage Accuracy	*	*
Reading Passage Retell	*	*
Reading Passage Comprehension	*	*
Total Students	**101**	

*Not Administered until Winter & Spring

Percent Proficient on the Emerging Literacy Assessment: Winter

	Number of Students	Percent Proficient
Phonemic Awareness	57	53.77%
Concepts of Print	82	77.36%
Letters and Sounds	14	13.21%
Sight Word Recognition	8	7.55%
Sentence Dictation	14	13.21%
Reading Passage Accuracy	7	6.60%
Reading Passage Retell	9	8.49%
Reading Passage Comprehension	2	1.89%
Total Students	**106**	

- 1st grade: currently using Phonological Awareness Profile at the beginning of the year and Basic Reading Inventory (BRI) in winter and spring

Capitol View Elementary First Grade BRI Oct. 2013 Data

Comprehension Percent Proficient	11.76%
Accuracy Percent Proficient	7.84%
Total Number of Students	51.00%

- 2nd grade: BRI in fall, winter, and spring

Capitol View Elementary Second Grade BRI Winter 2014 Data

Fluency Percent Proficient	44.94%
Comprehension Percent Proficient	28.09%
Accuracy Percent Proficient	51.69%
Total Number of Students	89

- Grades 3-5: Scholastic Reading Inventory (SRI)

Capitol View Elementary SRI % Proficient	
Fall 2012	53.85%
Winter 2013	64.32%
Spring 2013	68.44%
Fall 2013	64.35%
Winter 2014	53.11%

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Math:

K-2nd grade: Scholastic Math Inventory (SMI) will be providing a universal screener for K – 2nd grades in the fall of 2014

Grades 3-5: SMI

<table>
<tr><th colspan="2">Capitol View Elementary
SMI % Proficient</th></tr>
<tr><td>Fall 2012</td><td>42.92%</td></tr>
<tr><td>Winter 2013</td><td>54.70%</td></tr>
<tr><td>Spring 2013</td><td>72.44%</td></tr>
<tr><td>Fall 2013</td><td>70.98%</td></tr>
<tr><td>Winter 2014</td><td>50.62%</td></tr>
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Formative assessments, aligned to Iowa Core

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STRENGTHS/GENERAL OBSERVATIONS

District:

Literacy and math: CFAs are teacher developed, based on the “I Can” statements teachers creating by unwrapping the CCS
The district supports teacher development of classroom assessments

School:

Instructional coaches manage collection of formative assessment data – math is charted by standard, literacy is charted by CFA units

CONCERNS, AREAS OF CRITICAL NEED

Formative assessments are always aligned with the standards; however, there is concern about the rigor of assessments
Hurdle has been in getting the CFAs done this year – next year it will be easier to adjust what exists

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Valid progress monitoring assessments (given weekly for interventions) with rate of growth checks

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STRENGTHS/GENERAL OBSERVATIONS

Math: weekly probes related to each standard for intervention students only; students must “pass out” of the skill to move out of intervention; groups are very fluid

CONCERNS, AREAS OF CRITICAL NEED

District:
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	• There is not a district system in place for progress monitoring; systems and tools are developed at the school level
	• Progress monitoring is implemented for special education students through their IEP.
	
	School:
	
	• Literacy is dependent on grade level – given weekly but not checked by coaches
	  o Teachers meet 3-4 times during the year with interventionists to review data and make decisions about groups
	  o No system in place for reviewing data to make decisions about adding students to literacy intervention groups
	  o Different teachers bring different data for consideration
	• Need to better implement Imagine Learning intervention; there is not a schoolwide model for implementation
	• Imagine Learning data collected during 21st Century programming is not being utilized; if this is an intervention, data needs to be a part of data teams process

• PLCs or data teams meeting two - three times a week with regular implementation checks	STRENGTHS/GENERAL OBSERVATIONS • 2 times each week, once for math and once for literacy • Time used for planning instruction and data team meetings CONCERNS, AREAS OF CRITICAL NEED • Limited implementation data and time for coaches to work with teachers on implementation of lesson plans • Focus of implementation of Iowa Core has been more on content and less on specific strategies • Use of data team observation tool indicates each grade level team at a different level of implementation • 21st Century Program has created barriers related to time to collaborate after school; many teachers teach in the program 4 afternoons a week and cannot meet with colleagues after school;

	want to explore better ways to deliver program services – it provides great opportunities for students, but impacts staff ability to collaborate after school
• Student engagement data (recommended 80% - 90% of all students engaged at least 80% - 90% of the time)	CONCERNS, AREAS OF CRITICAL NEED • Not collected
Instructional Time Has there been an official audit of instructional time?	
• Length of school day	STRENGTHS/GENERAL OBSERVATIONS • 6 hours, 45 minutes
• Length of protected English-Language Arts (ELA) block, per day (recommended 90 – 120 minutes for grades K – 3, and 60 – 90 minutes for grades 4 – 6)	STRENGTHS/GENERAL OBSERVATIONS • K – 5 block: 150 minutes CONCERNS, AREAS OF CRITICAL NEED • While recommended minutes are in place, efficiency of instruction is teacher dependent – PLCs focus on content, not strategies; not sure that teachers are using best practice
• Length of protected math block, per day	STRENGTHS/GENERAL OBSERVATIONS • K-block: 90 minutes • 1-5 block: 105 minutes CONCERNS, AREAS OF CRITICAL NEED • While recommended minutes are in place, efficiency of instruction is teacher dependent – PLCs focus on content, not strategies; not sure that teachers are using best practice
• Length and frequency of interventions	STRENGTHS/GENERAL OBSERVATIONS • Intervention schedule is included in master schedule • Math: 20 minutes • Literacy: 30 minutes for Tier II; 45 minutes for Tier III CONCERNS, AREAS OF CRITICAL NEED • Mobility rate of students makes it difficult to have in-class intervention – most interventions are done outside of the classroom

	so that all identified students can be served
• Summer school, before-, or after-school programs	STRENGTHS/GENERAL OBSERVATIONS • Programs include: 21st Century, Deaf Ed Club, Girls' Club, Summer K Jumpstart (3 days), Metro Kids Care, some before-school tutoring in special situations • Summer school is provided through 21st Century programming CONCERNS, AREAS OF CRITICAL NEED • While 21st Century Program provides great opportunities for students, it creates significant barriers to staff collaboration after school; after school collaboration time is only available Wednesdays • Need to explore requirements of 21st Century Program to determine if instructional time could be bolstered to provide additional time for instruction in the Core and intervention work
Climate and Culture	
• Iowa Youth Survey o Is there an analysis and trend from three previous years?	This is a secondary assessment (grades 6 and higher) and not administered at the elementary level.
• Student mentoring o Are there one-to-one adult/student mentors?	STRENGTHS/GENERAL OBSERVATIONS • Everybody Wins! Reading program • Opportunities for students to participate in Big Brother/Sister program
• School behavior plan o Is there a set behavior plan/program for the building? o Is the behavior plan/program implemented with fidelity?	STRENGTHS/GENERAL OBSERVATIONS • PBIS started in 2013-14 school year • Year 1 implementation is going well; teachers appreciate common language and practicing skills with students CONCERNS, AREAS OF CRITICAL NEED • Level I behaviors are addressed through PBIS; Level III behaviors of students with IEPs are addressed through special education services; gap in addressing Level II behaviors and students not staffed • Students need more opportunities for social skills practice; teachers need more behavior management "tools in their

	toolbox" (recent PD has been focused on academics only)
• Mobility rate	Student Mobility Rate: 2010-11: 39.12% 2011-12: 47.77% 2012-13: 44.27%
• Teacher turnover rate	Teacher Turnover Rate: 2011-12: 16.00% 2012-13: 06.25% 2013-14: 20.62%
• New teacher mentoring/training	STRENGTHS/GENERAL OBSERVATIONS DMPS partnered with the New Teacher Center to implement a new Induction & Mentoring program beginning in Fall 2013 to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention. The new system has a carefully sequenced 3-year Mentor Academy Training Series designed to introduce and build mentoring skills over time.
• Teacher survey	STRENGTHS/GENERAL OBSERVATIONS District: The Gallup Q12 Employee Engagement Survey is administered annually to gauge employees' emotional investment in their work. Results show strengths in the areas that exceeded results of national respondents: • "my associates are committed to doing quality work" • "this last year, I have had opportunities at work to learn and grow," Opportunities for improvement include: • "in the last six months, someone at work has talked to me

	about my progress." Research shows that providing more opportunities for peer coaching from Teacher Leaders will have a significant impact on teacher effectiveness and retention of top talent. School: • As needed on topics such as family night, PBIS implementation, and specific school management issues
• Teacher skill/will levels	CONCERNS, AREAS OF CRITICAL NEED • No system currently in place; rely on anecdotal information • Principal reports first approaching any concerns as a skill, not will, issue
Family and Community Engagement	
• Evidence of parent/community involvement	STRENGTHS/GENERAL OBSERVATIONS • Great success with school-wide and grade-level family activities; teachers would like to better impact how parents are involved with their child's education at home o Rotary Club volunteers sponsor grade level activities and invite parents o Boy Scout troop/soccer team o Academically centered evening parent events coordinated by the school including library field trip, math night, zoo night CONCERNS, AREAS OF CRITICAL NEED • Staff expressed need to work on building relationships with families, especially considering mobility rate and prevalence of non-working phone numbers • Teachers want to help parents be involved in the education of their students at home, but are concerned that this is not happening • We have parents who have had bad experiences in school and do not respect the authority structure of the school; some are afraid of immigration issues

• Parent advisory group o Evidence of diversity comparable to student diversity levels?	CONCERNS, AREAS OF CRITICAL NEED • None – no PTA
• Parent outreach programs	STRENGTHS/GENERAL OBSERVATIONS • Monthly newsletter translated into Spanish • Grade-level classroom-specific parent meetings each year CONCERNS, AREAS OF CRITICAL NEED • Need to work on building relationships with families, especially considering mobility rate and prevalence of non-working phone number • Having only 1 interpreter makes it difficult to communicate with ELL parents
• Parent survey provided and analyzed yearly	STRENGTHS/GENERAL OBSERVATIONS • Principal survey at beginning of year related to general school issues such as desired time of day for parent activities, interests for school event topics CONCERNS, AREAS OF CRITICAL NEED • Information is needed from parents and teachers to determine what supports are needed in order to help parents better engage in the education of their children
• Content/focus of parent and community meetings	STRENGTHS/GENERAL OBSERVATIONS • Beginning of the year meeting about general school policies, activities, School Improvement Plan CONCERNS AREAS OF CRITICAL NEED • Need to focus on supports to help parents better engage in the education of their children
• Business partners	STRENGTHS/GENERAL OBSERVATIONS • Rotary, Golden K Kiwanis, Governor's office • Some one-time donations from businesses at holidays

School Identification of the Intervention Model

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

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

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

School: Capitol View Elementary Intervention Model Chosen: Transformation

An important element of the DMPS SIG needs assessment process and resulting selection of the Transformation Intervention Model was a careful examination of the lessons learned during implementation of the DMPS Cohort I and Cohort II School Improvement Grants.

The most significant lesson learned is that reform work must be conducted within the context of the system rather than the exclusive work of individual schools. DMPS is a large system of schools where our PLA schools are under-performing, due in part to the lack of a district-wide system that could recognize the intensity of support needed in our lowest-performing schools and provide support structures to build the capacity of teachers and principals to consistently execute district initiatives. While individual buildings may have implemented processes for instructional differentiation based on student achievement, there were no district-level sentinels to trigger a larger systematic response to identified needs. Historically, the allocation of resources was often driven by measures such as student enrollment numbers, as opposed to data-driven needs identified by grade level PLC cohorts. Additionally, the teacher evaluation process had not yet been refined to a point where clear expectations for differentiation of instruction was supported with a system of accountability and performance metrics sensitive enough to identify professional development needs. How-

ever, DMPS has recognized these needs and has begun to implement a number of district-wide initiatives to address them.

While the district has created new structures, systems, and tools to support professional development at the district and school levels during the past three years, it is clear that professional development must be differentiated and delivered with more intensive support structures in these schools – at both the school level and individual teacher and principal levels. For example, structures and systems are needed to "frontload" directors, coordinators, and principals on priority initiatives before they are operationalized at the school level. In other words, we must ensure the Iowa Professional Development Model is differentiated for job-alike groups (directors, curriculum coordinators, principals, and teachers) to ensure training/learning, collaboration/implementation, and formative evaluation to operationalize district priority initiatives. As a result, one central element of our plan is the creation of four SIG cohort groups with representatives from each school to support implementation of interventions in order to better provide high-quality professional development (one of the grant federal requirements): School Improvement Planning cohort; Coaching and Framework Training cohort; Data Teams cohort; and Climate and Culture/Academy for Urban School Leadership (AUSL) site visits cohort.

School reform work in PLA schools can be viewed in a similar light to implementation of a Multi-Tiered System of Support. There is a Universal Tier of systems that should be in place in all Des Moines schools – a set of priority initiatives operationalized to ensure all students have access to quality education. These district priorities include standards-based planning and instruction, progress monitoring, supports for students beyond the core (supplemental and enrichment) and a common understanding of what good teaching looks like. The SIG plan must support PLA schools, with intensity, to operationalize these priority initiatives focused on instruction in the Universal Tier. Because of the significant deficiencies in student achievement in PLA schools, a system of Tier III interventions is warranted in order for instruction in the Universal Tier to meet the needs of all students. This is a matter of equity of opportunity for students in our

PLA schools. It is through this lens that the needs assessment was conducted, the intervention model chosen, and intervention strategies identified.

DMPS has committed to not only applying for School Improvement Grants (SIG) for Capitol View, Lovejoy, and Monroe Elementary schools; but to also utilizing district general funds to implement parallel intervention systems, including the federal requirements, in two other DMPS Tier I PLA elementary schools, Edmunds and King, pending approval of the district's SIG applications. DMPS has made a strategic decision to apply for funding for these three schools.

- Three applications are being submitted in order to ensure adequate funding to carry out the actions.
- Edmunds is ineligible to apply since they were funded as a SIG Cohort 1 school.
- The principal at King is in his third year. Data show positive trends in student behavior and literacy achievement. For example, from April 2012 to April 2014, student attendance has increased by almost 2 percent, Level 1 behavior referrals have decreased by 44 percent, and Level 2 behavior referrals have decreased by more than 58 percent. Attendance and behavior are leading indicators for student achievement gains. King has made significant growth as demonstrated on the SRI scores from fall to winter of this school year in grades 3 and 4. 22.41% of third graders were proficient at the beginning of this school year. By January, 53.45% of third graders were proficient. 24.44% of fourth graders were proficient at the beginning of this school year. By January, 51.11% of fourth graders were proficient. Smaller gains were seen in fifth grade. These positive gains, along with the strong parent and community relationships developed, raise concerns about the potential negative impact of replacing the principal, a SIG requirement, which is our rationale for choosing not to apply for SIG funds for King.

To support the PLA schools, the Office of Schools has reorganized in order to decrease the number of schools each Director supervises and create a cohort of PLA schools. This will provide a structure for the district to be able to deliver targeted technical assistance and guidance, as well as a structure for the SIG schools to share lessons learned with Tier III elementary schools. This PLA structure also creates cohorts

for job-alike professional learning communities (PLCs) in PLA schools for principals, instructional coaches, behavior strategists, and deans.

Interviews were held with the school leadership teams in all five Tier I schools covering all areas of the needs assessment areas included in the application. Interviews were then held with a team of teachers from each of the five schools for two purposes: as a form of inter-rater reliability with the leadership team interviews, but most importantly to focus more specifically on issues common to all schools identified through the leadership team conversations. One of the most significant findings of the needs assessment process, the startling similarity in concerns identified in the five PLA elementary schools reviewed, validates this systems approach to reform. The following concerns are common to all five schools:

1. The need for increased instructional coaching and modeling, including building trusting relationships to support teacher acceptance of coaching feedback
2. Inconsistency in the effectiveness of collaborative teams, specifically data teams, and the need to shift data team discussions from <u>what</u> is taught to <u>how</u> it is taught
3. Inconsistency in the effectiveness of progress monitoring systems that impact instructional practices and intervention group placement
4. Lack of data about the degree to which instructional practices are implemented to inform professional development and coaching
5. Inconsistent structures for instructional leadership planning
6. Student behavior that interrupts instruction and learning in classrooms
7. Emphasis on activities and events intended to involve parents/guardians in school and the need to focus on systems to engage parents/guardians in the education of their children

The needs assessment process also highlighted staff awareness of the degree to which district priorities (such as standards-based planning and instruction, progress monitoring systems, and supports for students beyond the core) are currently in place each school – evidence of their understanding of the scope of the work and what is needed in order to implement district priorities consistently and effectively. In other

words, each of the five schools is primed for transformation – working with current staff rather than replacing staff – in order to build their capacity.

The chart in Appendix D specifically articulates the correlation between each of the required Transformation Model activities and identified areas of need identified during the Capitol View needs assessment process.

School Goals

The LEA will provide three-year SIG goal for Reading/Language Arts, All Students group:
The LEA will provide three-year SIG goal for Math, All Students group:
The LEA will provide three-year SIG goal for graduation rate, if applicable:

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

Capitol View

Three-year Reading/Language Arts (all students) Goal: Increase the percent of grades 3-5 full academic year (FAY) students proficient on the Iowa Assessments by 20% (to 72.94%) from 2012-13.

Three-year Math (all students) Goal: : Increase the percent of grades 3-5 full academic year (FAY) students proficient on the Iowa Assessments by 15% (to 63.13%) from 2012-13.

School Goals Rationale:

Reading: Capitol View increased proficiency in reading (as measured by the Iowa Assessment) by 5% from 2011-12 to 2012-13. Capital View plans to stay on this steep slope of improvement the next three years and increase by 20 percent in proficiency total. This 20% increase in percent proficiency equates to a medium effect size of d=0.4 (*see Hattie, 2009*).

Math: Capitol View increased proficiency in math by approximately 2.5% from 2011-12 to 2012-13. Capitol View plans to increase the rate of improvement the next three years and increase by 15 percent in

proficiency total. This 15% increase in percent proficiency equates to a medium effect size of d=0.3 (*see Hattie, 2009*).

Continuing on this steep slope of student achievement improvement requires a laser-like focus on student achievement. Capitol View possesses the collective energy and enthusiasm to take on the challenge of full implementation of a school improvement grant and serving as a best practice example among school districts in Iowa. Capitol View monitors student achievement with the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI), administered three times per year. Under the leadership of Marsha Kerper, the percent of students on-track for proficiency in reading increased by 11.2%, from 35.7% in the fall of 2013 to 46.9% in the winter of 2013-14. During that same time, the percent of students on-track for proficiency in math increased by 13.1% (from 28.4% to 49.38%). With a shared vision for student achievement, a common language to facilitate instructional conversations (instructional framework), broad-based implementation, and short-term measures of success, Capitol View is well poised create lasting changes that will positively affect student achievement.

Needs Analysis
(10 points maximum possible)

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

Rubric Value	Descriptor	Weighting	Points
1	Little or no relevant data has been provided and/or the analysis of needs is minimal. The fit between the need of the school and the model chosen is minimal.	2	
3	Needs identified and some analysis conducted. A general fit between the needs of the school and the model chosen has been con-	2	

	ducted.		
5	Analysis is evident and needs are clearly and explicitly written. The fit between the needs of the school and the model chosen is specifically and conclusively demonstrated.	2	

(2) Resource Alignment

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

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

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

Resource	Examples of Alignment
Title I, Part A	$ 7,600.00 Parent Involvement $ 307,564.00 In Class Support teacher $ 39,225.00 Instructional Coaches $ 11,644.00 Director of Federal Programs $ 9,767.00 Literacy Coordinator
Title II, Part A	$ 1,666.67 Professional Development $ 71,690.00 In Class Support teacher
Title II, Part B	Not applicable
Title III, Part A	$ 500.00 Professional Development
Title IV Part B 21st Century Community Learning	$ 120,000.00 Afterschool programming
Title VI	$ 843.07 Assessment Coordinator
IDEA	Not applicable
Other Federal Resources	Not applicable
McKinney-Vento Homeless Grant	$ 7,873.00 Homeless SUCCESS Worker
AmeriCorps Program	$ 5,100.00 AmeriCorps Member
Federal Elementary School Counseling Grant (pending)	$ 65,755.00 Counseling Support $ 8,750.00 Lead Counselor
Other State Resources	$ 52,107.00 K-3 Support Teacher $ 40,000.00 AEA Heartland Coaches

	$ 4,200.00 AEA Heartland Regional Director $ 41,369.00 Bilingual Community Outreach Worker $ 252,830.00 ESL Teacher
Local Resources	$ 123,373.00 Instructional Coaches $ 18,972.00 Director PLA Schools $ 1,883.17 Assessment Specialist $ 1,451.80 Homeless Liaison $ 13,124.88 Director of Teacher Development $ 60,561.00 DOP Success Worker $ 90,385.00 Reading Recovery Support $ 61,423.00 Counseling Support $ 85,000.00 Released Dean $ 10,840.00 Math Coordinator $ 3,710.00 Teaching & Learning Director $ 3,169.00 Counseling curriculum - PATHS $ 75.00 Student Success Skills Grade 4-5 $ 75.00 Ready for Success Grade 2-3 $ 50,000.00 New Teacher Center $ 104,125.00 Marzano – School Leadership Coaching

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

Other fiscal resources will be used to support the implementation of program goals.

1. **Build the capacity of our Tier I PLA schools by ensuring a coherent system that simultaneously builds the skills of teachers and students**
   a. Title I, Part A: program monitoring and oversight through Director of Federal Programs, professional development through Instructional Coaches and Literacy Coordinator, funds to support parent involvement activities
   b. Title VI: assessment coordinator
   c. Local resources: program monitoring and oversight through Elementary Director and Assessment Specialist positions
2. **Develop the skills of teachers**
   a. Local resources: contracts with the New Teacher Center for coach training and Learning Services Marzano for implementation of the Instructional Framework; professional development support from the Director of Teacher Development, Curriculum Coordinators and Directors, and Instructional

Coaches

b. Title II, Part A and Title III, Part A: professional development

3. Develop academic and behavior intervention systems and increase intervention support during the grant period

a. Title I, Part A: interventionist support (in-class teachers)

b. Title II, Part A: interventionist support (in-class teachers)

c. Title IV, Part B: afterschool programming (increased learning time)

d. McKinney-Vento: Student social, emotional, and health needs

e. Federal counseling grant – pending: counseling support

f. AmeriCorps: student mentoring/tutoring

g. Other state resources: interventionists, coaches, outreach workers

h. Local resources: interventionists, curriculum materials

Assurance

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

Resource Alignment

(5 points maximum possible)

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

Rubric Value	Descriptor	Weighting	Points
1	Other federal, state, and local fiscal resources are not described.	1	
3	A partial description and identification of other federal, state, and local resources is	1	

	provided, but does not fully describe the use of those resources in the implementation of each school's plan.		
5	Other federal, state, and local fiscal resources are identified and their use to promote and support the implementation of each school's plan is described. Amounts are identified for specific implementation activities or actions.	1	

(3) Actions

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

a) Capacity

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

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

Capacity Factors	Models
Staff has been identified with the credentials and capability to implement the selected intervention.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.	All
The LEA has described the procedure for monitoring the actions and activities identified in the plan including the frequency and fidelity of the professional development, the opportunities for teachers to collaborate, as well as the use of formative data to assure increase in student performance.	All
A commitment to support the selected intervention has been indicated by: • The teachers' union (required by Iowa SF 2033) • The local school board • Parents	All
A strategic planning process has already taken place that successfully supported the selection and implementation	All

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

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

Staff has been identified with the credentials and capability to implement the selected intervention.

- Released Dean of Students positions have been reclassified to a specialist's position beginning in 2014-15.

  This increases contract days from 195 to 205, as well as additional job responsibilities including evaluation

of teachers.

- Additional coaching support will be provided to each school through early implementation of Teacher Leaders, a component of the proposed DMPS Teacher Leadership and Compensation (TLC) system, and Heartland AEA Instructional Coaches.
- The behavior strategist, funded by SIG, will be responsible for developing systems to support behavior interventions for Level II students in order to build staff capacity to support students after the grant period.

The ability to serve the overall number of Tier I schools identified on the application.

- The district's Office of Schools has committed to a realigned structure to support elementary schools beginning with the 2014-15 school year. With the new structure, an additional director position will be added with district funds to allow one director to be responsible for supervision and oversight of the five Tier I and three Tier III PLA schools. This provides additional support to each SIG school for implementation of Transformation interventions, as well as a cohort of schools that can learn from each other.

The LEA has described the procedure for monitoring the actions and activities identified in the plan.

- Please see the Program Evaluation Plan included in Appendix E.
- In addition, please refer to the timeline in "B (3b) Design and implement interventions" and the timelines which include evaluation metrics included in section "B (4) Timelines for pre-implementation and implementation" and the narrative included in section "B (5) Monitoring."

A commitment to support the selected intervention has been indicated by: the teachers' union (required by Iowa SF 2033), the local school board, and parents.

- The Des Moines Education Association has participated in implementation of Cohort I and II SIGs and has expressed the support of the association for Cohort III. Please see the Memorandum of Understanding included as an attachment to the application as evidence of their commitment.
- In a survey conducted of all teachers, teacher leaders, and administrators at all five Tier I schools on May 7, 2014 staff responded to eight questions regarding their support of elements of the grant application including the value of an instructional framework, a walkthrough tool, instructional coaching, and using da-

ta to differentiate student learning needs in developing their skills. 97.6% of respondents strongly agreed/agreed that these interventions would support teachers in developing their skills. 99.5% of respondents strongly agreed/agreed on their support for the SIG application.

- The Superintendent has communicated with the school board both formally and informally regarding the development of the DMPS SIG. The board fully supports the application as indicated by their commitment to utilize district general funds to implement parallel intervention systems, including the SIG required activities, at Edmunds and King, pending approval of the DMPS SIG Applications.
- In a survey conducted by Capitol View staff during the week of May 5, 2014, 111 parents were surveyed using a five-question format. 97% strongly agreed/agreed that improving teacher skills would help their child be a better learner. 97% strongly agreed/agreed that more support with student behavior would help their child be a better learner. 99% strongly agreed/agreed that they would like to know ways to help their child be more successful in school. 98% strongly agreed/agreed with supporting the school's application for a SIG. Thirty parents expressed interest in participating on a parent advisory group to provide suggestions for the school. Their names and contact information were collected in a separate format for input, in particular, regarding plans to increase parent engagement.

A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention.

- The initial steps in our strategic planning process involved several of meetings with district leadership, including the Superintendent and Chief Financial Officer, in order to determine the funding needed to implement parallel intervention systems at Edmunds and King, pending approval of the district's SIG applications. Additional meetings were held with district leadership to discuss the systemic intervention actions and with AEA leadership in order to secure the support of 2.5 FTE instructional coaches for the reform work.
- A committee consisting of approximately five representatives from each of the five Tier I elementary schools, the Executive Directors for Elementary and CIA, Elementary Literacy Coordinator, AEA consult-

ant, PLA network Elementary Director , and Director of Federal Grants met twice to provide input and feedback on the grant. Committee members met with school staff to garner their feedback and bring it back to the committee for consideration. In addition, the committee developed a plan for communicating with staff and families about the grant including surveying staff and families.

The LEA's ability to recruit new principals with the ability to implement the select intervention.

- Please see Appendix F, item #1, "Replace the Principal," for specific information regarding the recruitment and selection of a new principal.

Plans to and barriers from adding at least an hour of additional instruction time per day.

- One of the most critical lessons learned from the Cohort I and II schools was the need to focus on sustainability. As a result, the district has concerns about adding instructional days to the calendars of these five schools or lengthening the contract day for staff at these schools. This would involve additional funds for staff salaries, as well as transportation costs, for students that are not sustainable. If instructional time is increased without increasing the contract day, teachers will lose critical before- and after-school collaboration time.
- Capitol View and Monroe benefit from 21st Century Learning grants, first implemented in the fall of 2012. These programs provide an average of 17,600 minutes a year of increased learning time in core academic subjects, as well as additional time for instruction in other subjects for the provision of enrichment activities. The Department of Education has stated that because the program has been implemented within the last two years, it meets federal requirements for increasing student learning time. In addition, the budget provides funds for a two-week summer school program for Capitol View students.
- Additional collaboration time for teachers will be identified by extending the current twice weekly collaboration times (eight each month) to a minimum of 10 each month.

The ability of the LEA to successfully align resources.

- DMPS has committed to utilizing district general funds to implement parallel intervention systems, including the federal requirements, in two other DMPS Tier I PLA elementary schools, Edmunds and King,

pending approval of the district's SIG applications.

- Heartland AEA has committed to placing.5 FTE instructional coach in each Tier I school.
- Section (B), (2), Resource Alignment, of the application provides specific information regarding how other federal, state, and local fiscal resources will be used to promote and support implementation of each school's SIG application.

The opportunities for teachers to collaborate, particularly in analyzing universal screening data, summative data, and formative data to assure an increase in student performance.

- All schools currently collaborate twice each week and all schools have committed to adding an additional collaboration time during the school day. Teachers have expressed a particular need for additional collaboration time to design intervention instruction. With implementation of the FAST assessment in the fall of 2014, additional collaboration time will be needed to analyze this data.

The support of families and community members to facilitate full and effective implementation of the turnaround model selected.

- Securing the support of families and community member was significantly impeded by the lack of formal structures and/or participation in them, such as PTA/PTO and business partnerships. All schools recognized this in the needs assessment interviews. Each School Improvement Plan will include actions to address family and community involvement. While staff value input from parents/guardians through such mechanisms as advisory committees and PTAs/PTOs, their focus is on developing an understanding of how staff and parents/guardians define engagement and what they believe is needed.

Capacity
(10 points maximum possible)

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

Rubric Value	Descriptor	Weighting	Points

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

b) Design and implement interventions

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

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

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

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

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

THE FOUR INTERVENTION MODELS

REQUIRED LEA Activities	TURN-	TRANS- FOR-	RESTART	CLOSURE

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

✓ Required

Permissible Activities in the Turnaround and Transformation INTERVENTION MODELS

PERMISSIBLE Activities	TURN-AROUND	TRANS- FOR-MATION

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

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

Meeting Final Requirements

The SIG plan includes implementation of all Transformation Model required activities. A chart outlining Transformation Model required activities, actions to ensure full and effective implementation of each activity, and district/school resources committed to these activities is included Appendix F.

Operationalizing Requirements and Identified Needs

One of the most significant findings of the needs assessment process was the startling similarity in concerns identified in the five PLA elementary schools reviewed. This resulted in the identification of three

broad goals to operationalize federal requirements and meet individual school needs. The overarching goal of SIG interventions is to (1) build the capacity of our Tier I PLA schools by ensuring a coherent system that simultaneously builds the skills of teachers and students. Supporting goals include: (2) develop the skills of teachers, and (3) develop academic and behavior intervention systems and increase intervention support during the grant period.

An important aspect of implementation of SIG interventions is the creation of a cohort of schools to learn from each other. Four intervention-related cohorts consisting of representatives from each of the five SIG schools will support implementation of interventions: School Improvement Planning (Cohort 1); Coaching and Framework Training (Cohort 2); Data Teams (Cohort 3); and Climate and Culture/Academy for Urban School Leadership (AUSL) site visits (Cohort 4). Cohort teams will work together on initiatives in order to learn from each other and ensure: alignment of resources, progress monitoring resulting in decision-making, integration of the work with school and district systems, identification of needed technical assistance, and communication channels operating effectively at the school and district levels. Periodically, each of these cohort team meetings will also include representatives from the three Tier III PLA schools in order to share information, lessons learned, and to support their work in relation to school improvement planning, implementation of the Instructional Framework, and tiered systems of support.

Appendix G includes a chart providing more detail about the operationalization of each of the three goal areas, including outcomes. The following is an overview of these three goals.

(1) Build the capacity of our Tier I PLA schools by ensuring a coherent system that simultaneously builds the skills of teachers and students

The School Improvement Plan (SIP) is the school's organizational tool for actions and progress monitoring to implement SIG reform strategies and one of the primary tools for the Instructional Leadership Team to ensure a coherent system that simultaneously builds the skills of teachers and students. The SIP will also serve as a mechanism for the PLA school cohort to share information and plan together. In addition, the district will utilize it as a tool in the Iowa Department of Education's 30-day monitoring meetings

to strengthen the connections made between these meetings and day-to-day implementation of reform priorities, linking required data monitoring to school improvement planning.

(2) Develop the skills of teachers

Additional coaching support will be provided to each school through early implementation of Teacher Leaders, a component of the proposed DMPS Teacher Leadership and Compensation (TLC) system, and Heartland AEA Instructional Coaches.

- Capitol View will be allocated four Teacher Leaders who will serve half-time as Teacher Leaders and half-time as interventionists. One position will be specifically recruited and selected to support blended learning (the infusion of technology into instruction) to deliver additional support for implementation of the district's new math adoption, GOMath!. In addition, each school will be allocated .5 FTE Heartland AEA Instructional Coach for the period of the grant.
- Teacher Leaders, AEA Instructional Coaches, and current Instructional Coaches at each school will participate in blended coaching training through the New Teacher Center (NTC), as well as training in the Marzano Instructional Framework. NTC provides DMPS with the process for coaching and the Marzano Instructional Framework provides the content for coaching. An instructional framework will help to define effective classroom instruction and help us understand what elements of good teaching look like.

In general, coaches provide leadership and support to implement best practices through demonstration of lessons, observing and coaching teachers who are changing instructional practices, facilitating reflective sessions following observations, and organizing and delivering professional development differentiated at the classroom.

(3) Develop academic and behavior intervention systems and increase intervention support during the grant period

District professional development for elementary schools during 2013-14 focused on two components of the data team process: teacher understanding of grade-level standards and the development of "I can"

statements and common formative assessments (CFAs). During 2014-15, professional development will be provided through monthly Teaching and Learning meetings on next steps in the data team process: analyzing CFAs and selecting strategies to meet needs identified during data analysis. A district-supported collaborative inquiry process will be used to understand data team performance (CFA creation, SMART goal development, data analysis, instructional strategy identification) as well as a plan to support data team development. Targeted support on the data team process, as well as continued development of tiered intervention systems, will be provided to the SIG Data Team cohort and individual schools by curriculum coordinators who will facilitate the cohort. In addition, the SIG Data Team cohort will meet to share lessons learned, problem-solve, and identify needed technical assistance. The Elementary Director will provide targeted support related to the development of tiered intervention systems for behavior.

Beginning in the fall of 2014, SIG schools will also receive intensive training on the Instructional Framework, supported by additional coaching, which will complement the next steps in the data team process: analyzing CFAs and selecting strategies to target needs identified during data analysis. As was identified in the needs assessment process, this will help move teachers from the "what" of instruction to the "how."

Support for implementation of the new universal screening system utilizing FAST and Tier will be delivered by Instructional Coaches and Lead Teachers. Focused technical assistance for the SIG cohort will be provided by the AEA Instructional Coach identified during the 2013-14 school year to support all DMPS in the Early Literacy Initiative (ELI) through the SIG cohort for the intensive support of data teams.

Connecting the Work

Interwoven with the SIG interventions is careful attention to the integration of Iowa Department of Education (IDE) School Improvement initiatives. The following IDE initiatives were carefully examined (Appendix H) resulting in the development of essential questions linking the IDE initiatives and SIG interventions:

- K-6 Building Blocks

- Multi-Tiered Systems of Support (MTSS)
- Early Literacy Initiative (ELI)
- Teacher Leadership and Compensation (TLC) System
- C4K Collaborative Inquiry Questions

Three documents are included in the Appendix to support the integration of IDE initiatives with SIG interventions:

1. Iowa Department of Education School Improvement Initiatives (Appendix H)
2. Essential Questions Connected to DE Initiatives (Appendix I)
3. Connecting DMPS SIG Interventions to DE Initiatives and SIG Federal Requirements (Appendix J)

The "essential questions" will be used primarily by Instructional Leadership Teams and directors to: (1) guide School Improvement planning; (2) serve as a "roadmap" for SIG Program Evaluation Model (Appendix E); (3) provide a common language for communication among DMPS, AEA, and IDE staff; and (4) serve as a mechanism to guide collaboration.

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

The following table provides an overview of each of the three goal areas described above. The table below operationalizes identified needs and required activities into goals, outcomes, and actions. Careful consideration must be given to scheduling trainings and cohort meetings to ensure the participation of Capitol View staff during Year 1 due to their continuous year calendar. It is anticipated the school will transition to a traditional calendar beginning in Year 2.

Timeline for Actions

Goal 1: Build the capacity of our Tier I PLA schools by ensuring a coherent system that simultaneously builds the skills of teachers and students

Outcomes:

a) Tightly align School Improvement Plans to SIG interventions
b) Strengthen the performance of instructional leadership teams
c) Provide increased monitoring and technical assistance through directors
d) Utilize the four DMPS PLA cohorts to share lessons learned
e) Align DE monitoring visits with SIG cohort data analysis and school improvement planning
f) Establish systems to enhance the engagement of parents/guardians in the education of their children
g) Provide ongoing technical assistance

Outcomes	Action	Participants/ Individuals Responsible	Timeline
b), c), d)	Establish SIG cohorts 1) School Improvement Planning 2) Coaching and Framework training 3) Data Teams 4) Culture & Climate/AUSL Site Visits	Cohort facilitators: 1) Director of Federal Programs 2) Director of Teacher Development 3) Elementary Literacy and Math Coordinators 4) Elementary Director	Summer, 2014 Summer, 2015 Summer, 2016
b), c), d)	Schedule SIG meetings for the semester/year: • School Leadership team meetings • Cohorts 1) School Improvement Planning 2) Coaching and Framework training 3) Data Teams 4) AUSL site visits • IDE 30-day visits • IDE monitoring visits	Principals School Leadership Teams Elementary Director Curriculum Coordinators Director of Federal Programs IDE	Summer, 2014 Summer, 2015 Summer, 2016
b), c), d)	Design initial agenda templates/protocols for Leadership Team and Cohort 1-4 meetings	Principals School Leadership Teams Elementary Director Curriculum Coordinators Director of Federal Programs IDE	Summer, 2014
a)	Participate in data interpretation workshops to inform School Improvement Plan (SIP) decision-making (Cohort 1)	Assessment Specialist Office of Schools Director Curriculum coordinators Director of Federal Programs Principal & School Leadership Teams	June 2014 and September, February, June: 2014-15 2015-16 2016-17
a)	Participate in SIG School Improvement Planning cohort workshop (Cohort 1)	Principal School leadership teams Elementary Director Director of Federal Programs	June/July 2014 June/July 2015 June July 2016

		Assessment Coordinator Curriculum Coordinators	
e), h)	Attend SIG Boot Camp	Iowa Department of Education (IDE) SIG Principals Elementary Director Director of Federal Programs	June 27, 2014
a), f), g)	Include SIP action plans for: • Parent/guardian engagement • Student growth system • Staff recognition • Increased learning time • Staff reward/recognition systems • Support of staff new to the school Action plans must include: • Communication plan • Any PD needed • Progress monitoring systems	Principals School Leadership Teams Elementary Director Director of Federal Programs	Sept. 15, 2014 Sept. 15, 2015 Sept. 15, 2016
c), d)	Review agenda templates/protocols for Leadership Team and Cohorts 1-4 meetings for any needed revisions to ensure meetings result in: • Alignment of resources • Sharing of lessons learned • Progress monitoring resulting in decision-making • Integration of the work with school and district systems • Identification of needed technical assistance • Communication channels operating effectively at the school and district levels • Identify best practices and celebrate successes • Adjust work plan as needed	Principals School Leadership Teams Elementary Director Director of Federal Programs IDE	January, 2015 January, 2016 January, 2017
b), c), g)	Director participation in New Teacher Center (NTC) blended coaching training for Instructional Leadership Directors (ILDs) Director participation in Marzano Leadership Framework training	NTC trainers Marzano trainers Executive Directors Directors	On-going beginning in June 2014
c), e)	Conduct program evaluation	Assessment Coordinator Elementary Director Director of Federal Programs Principals	On-going with reports completed June 2015, 2016,

			2017

Goal 2: Develop the skills of teachers **Outcomes:** a) Implement an Instructional Framework (common language of instruction) b) Provide additional teacher coaching			
Outcomes	Action	Participants/ Individuals Responsible	Timeline
a)	Identify AEA instructional coaches	AEA Regional Director Exec Director, Curriculum	Summer, 2014
a)	Hire Teacher Leaders/Interventionists Select Instructional Coaches interested in TLC system	Exec Director, Curriculum Exec Director, Elementary Elementary Director Principals	Summer, 2014
a), b)	Provide intensive training for Coaching and Framework Cohort 2 • Participate in NTC blended coaching training for teacher leaders • Participate in Marzano Instructional Framework training • Utilize NTC coaching tools to support teacher leader growth and development and promote coaching skills	NTC trainers Marzano trainers Director of Teacher Development Principals DMPS Instructional Coaches AEA Instructional Coaches Teacher Leaders Executive Directors Directors	August, 2014 & ongoing
a), b)	Develop school plan for coaching and Instructional Framework training through development of individual teacher leader plans Each Coach and Teacher Leader, together with the principal, creates a plan for providing services to teachers to support their professional growth and development • Plans include PD delivery for all-school and school-level PLCs and identify the specific teachers being supported through individual coaching, in particular teachers new to the school in Years 2 and 3 • Year 1 focuses on introduction to the Framework • Year 2 introduces use of electronic tools (such as	Director of Teacher Development Principals DMPS Instructional Coaches AEA Instructional Coaches Teacher Leaders	Each semester, August and January 2014-15 2015-16 2016-17

	Marzano's iObservation) for differentiated PD and development of an electronic portfolio supporting teacher growth on framework elements • Year 3 focuses on full implementation, insuring each teacher has been individually coached during the grant period		
a), b)	Coaches and Teacher Leaders provide one-to-one support to identified teachers and team-based support for: • Instructional Framework self-audit • Professional Growth Plan • Identification of walk-through "look fors" • Coaching • Tracking progress • Professional learning communities	DMPS Instructional Coaches AEA Instructional Coaches Teacher Leaders	On-going
a), b)	Conduct Coaching and Framework Cohort 2 meetings to ensure: • Alignment of resources • Sharing of lessons learned • Progress monitoring resulting in decision-making • Integration of the work with school and district systems • Identification of needed technical assistance • Communication channels operating effectively at the school and district levels • Identify best practices and celebrate successes • Adjust work plan as needed	Principals Director of Teacher Development Elementary Director Director of Federal Program DMPS Instructional Coaches AEA Instructional Coaches Teacher Leaders	Minimum of 1x each semester 2014-15 2015-16 2016-17
a), b)	Develop NTC coaching Impact Plan (evaluation plan) using NTC process • Survey teachers and coaches • Adjust program design based on feedback	NTC trainers Director of Teacher Development Principals DMPS Instructional Coaches AEA Instructional Coaches Teacher Leaders Directors	January 2014-15 2015-16 2016-17

Goal 3: Develop academic and behavior intervention systems and increase intervention support during the grant period

Outcomes:

a) Enhance data team effectiveness
b) Establish tiered intervention systems for academics/behavior
c) Implement DE universal screening system
d) Increased learning time

Outcomes	Action	Participants/ Individuals Responsible	Timeline
b)	Hire Teacher Leaders/Interventionists Hire Behavior Strategists	Exec Director, Curriculum Exec Director, Elementary Elementary Director Principals	Summer, 2014
c)	Teacher Leaders attend State Early Literacy/Assessment training	Exec Director, Curriculum Exec Director, Elementary Elementary Director Principals Teacher Leaders	June, 2014
d)	Schedule additional collaboration time for the year at each school	Principals DMPS Instructional Coaches Teachers	August, 2014 August, 2015 August, 2016
a)	Utilize collaborative inquiry process to assess performance of data teams	Data Team Cohort 3 Principals DMPS Instructional Coaches Curriculum Coordinators	Fall 2014 and on-going
a), b), c)	Develop school plan based on collaborative inquiry data to: • Support data team development • Support tiered intervention systems • Implement DE universal screening system • Identify needed technical assistance	Principals DMPS Instructional Coaches Curriculum Coordinators	
a), b)	Conduct Data Team Cohort 3 meetings to ensure: • Alignment of resources • Sharing of lessons learned • Progress monitoring resulting in decision-making • Integration of the work with school and district systems • Identification of needed technical assistance • Communication channels operating effectively at the school and district levels • Identify best practices and	Principals Elementary Director Director of Federal Programs Curriculum Coordinators DMPS Instructional Coaches	Minimum of each semester 2014-15 2015-16 2016-17

	celebrate successes • Adjust work plan as needed		
d)	Finalize summer school plans as a SIG cohort	Principals School Leadership Teams DMPS Instructional Coaches Elementary Director Curriculum Coordinators	March 2015 March 2016 March 2017
d)	Conduct summer school program evaluation and make recommendations for any needed revisions in future years		July 2015 July 2016 July 2017
b)	Plan AUSL school site visits as a cohort including (Cohort 4): • Site visit objectives • Sharing of lessons learned with SIG cohort and any resulting revisions to visit objectives • School- and cohort-level actions as a result of the visits, including revisions to the SIP for culture and climate, behavior intervention systems and parent/guardian engagement	Principals School Leadership Teams DMPS Instructional Coaches AEA Instructional Coaches Behavior Strategists Elementary Directors	August 2014 August 2015 August 2016 and on-going during the school year

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

Design and Implementation of Interventions
(10 points maximum possible)

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

	the chosen intervention model. A realistic timeline was included.		

c. External Providers

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

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

Identifying/Recruiting:

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

Screening External Providers:

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

Selecting External Providers:

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

- Assure the provider has provided a suitable budget with relevant and appropriate costs

Monitor and Evaluate External Providers:

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

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

Three external providers will be utilized to support intervention activities: (1) Learning Services Marzano Center, (2) New Teacher Center, and (3) Academy for Urban School Leadership (AUSL). District funds will support the professional development and consulting services provided by the Learning Services Marzano Center and the New Teacher Center. SIG funds will support school team site visits to AUSL schools in Chicago. Following is information regarding each external provider, including evidence of their abilities to support DMPS to implement strategies and achieve results.

(1) Learning Services Marzano Center

Beginning in the 2014-15 school year, Des Moines Public Schools will implement the Marzano Instructional Framework, focusing on the Learning Services Marzano Center's *Teaching for Rigor: A Call for a Critical Instructional Shift*, released in March of 2014. This work is founded in Marzano's *The Art and Science of Teaching, Observation Protocol,* and *Teacher Evaluation* Model (Instructional Framework), the first of which was initially released in 2007. *Teaching for Rigor* provides a common language of instruction – a model of instruction to support rigorous instruction, focusing on 13 essential teaching strategies. During 2014-15, all Des Moines schools will be provided with an introduction to the Instructional Framework, while the SIG schools will benefit from intensive training and support from Instructional Coaches and Teacher Leaders. SIG schools will implement one year ahead of other schools. Lessons learned will inform the second year of implementation in SIG schools and help the district to better understand how to effectively provide support in Year 1 to all other schools.

An instructional framework will help to define effective classroom instruction and elements of walkthrough instruments. It will provide the foundation for formative assessment to support teacher development. One that includes a scale, or levels of performance, will support teachers and coaches with enhanced opportunities for teacher feedback and growth. A framework tightly aligned with, but separate from, the Iowa Teaching Standards will help to clearly communicate the formative nature of the framework.

DMPS selected Marzano's Instructional Framework for several reasons:

- It aligns with the Iowa Teaching Standards.
- It is parallel to our student system for Standards Referenced Grading (same language and process), providing a scale with levels of performance.
- The framework goes beyond teacher actions and addresses student evidence.
- It is comprehensive enough to allow for the differentiated development of teachers at all grade levels, but specific enough to allow for targeted coaching.
- It includes a companion School Leadership model.

The Framework will help support a need clearly identified by teachers: to move from the "what" of teaching to the "how."

Marzano Learning Sciences International is a resource for state departments of education, districts, and schools across the world. Learning Sciences International currently supports schools and educational initiatives in 12 countries, 3 provinces in Canada, and all 50 states. They serve 427 school districts, 279 school buildings, 311,000 teachers, and more than four million students in the United States alone. All of their solutions are focused on research-based best practices and customized for local use and needs.

(2) New Teacher Center (NTC)

DMPS began working with NTC during the 2012-13 school year to support our teacher induction program and in 2013-14, NTC trained DMPS coaches to support principal induction. With the addition of Teacher Leaders and AEA Instructional Coaches, there will be a need to provide them with coaching training. A systemic system for coaching which utilizes a common coaching language and process to support the de-

velopment of teachers is critical in order to effectively support teacher growth and development. Professional development provided by NTC helps coaches to develop comprehensive coaching knowledge, skills, and dispositions while improving their ability to observe teachers and provide meaningful feedback in order to accelerate teacher effectiveness. NTC provides DMPS with the process for coaching and the Marzano Instructional Framework provides the content for coaching. The following information is from the NTC website:

> NTC works with school districts, local education agencies and state departments of education to implement a comprehensive teacher induction system that accelerates new teacher effectiveness and impacts student learning. NTC also works internationally with strategic partners interested in adopting the NTC model in their context. NTC is focused on building on-going and lasting relationships with clients; many of our current partners have been working with us for 5-10 years. Clients include: Atlanta Public Schools, Austin Independent School District, Boston Public Schools, Dade County New Teacher Project, Kansas Department of Education, and Palm Beach County Public Schools.

(3) Academy for Urban School Leadership (AUSL)

AUSL is associated with the New Teacher Center. DMPS SIG Cohort II schools reported benefits derived from visits to Chicago AUSL schools in relation to developing school and classroom systems for school culture and climate, as well as instruction. In particular, Findley Elementary school which has shown significant gains in achievement and improvement in student behavior during the first two years of its SIG grant, strongly recommended that future SIG schools include AUSL visits as a part of their professional development. School teams will participate in site visits one to two times each year during the grant period. Visits will be coordinated with other SIG schools in order to share information and plan for future learning, as well as to share with the other DMPS elementary networks. Visits will focus on school and classroom environments and signature strategies, as well as increasing parent engagement. The following information from the AUSL website:

> AUSL currently manages 29 Chicago Public Schools serving over 17,000 students and has graduated

over 650 residents from AUSL's Chicago Teacher Residency. Steady, positive improvements in academic achievement, student engagement, and parent satisfaction are hallmarks of all AUSL-managed CPS schools. AUSL turnaround elementary schools have outpaced the Chicago Public School district growth in ISAT meets/exceeds gains every year since our first turnaround school in 2006. The University of Chicago Consortium on School Research found that turnarounds, including those managed by AUSL, closed the gap between their test scores and the CPS average by over half in reading and by two-thirds in math after four years.

External Providers
(5 points maximum possible)

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

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

d) Modify its practices or policies
Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully

and effectively:

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

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

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

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

Examination of practices and policies that have the potential to affect implementation of the required elements and identified intervention activities of the DMPS SIG grant application fall into two categories, modification of current practices and policies and the creation of new ones.

Modification of current practices and policies in order to positively impact implementation

1. Continuous calendar: Concerns were identified related to the value of the continuous calendar and its impact on instruction and staffing. Staff at Capitol View has expressed the need to reconsider the need to continue to implement a continuous calendar. Similar conversations should be explored with Edmunds staff. No significant barriers have been identified in relation to moving from a continuous to traditional calendar. This will be pursued during 2014-15 for possible implementation in the fall of 2015.
2. Dean position turnover: The needs assessment generated a suggestion to explore include a financial incentive for Deans who choose to remain in PLA schools for multiple years to decrease the turnover rate in this position. No significant barriers have been identified in relation to providing a differential for PLA Deans. This will be pursued during 2014-15 for possible implementation in the fall of 2015.

3. School Improvement Plan (SIP) process: The School Improvement Plan, tightly aligned with SIG reform strategies, will serve as a tool to assist the elementary director in supporting each school. Current practice provides schools with a district template and process for development of their SIPs and schools have autonomy in the development of their plans. Beginning with the 2014-15 school year, the district will require all schools to include implementation of identified district priorities in their plans, such as implementation of data teams and the new math curriculum. In addition, with the creation of a cohort of PLA schools, these schools will be planning together under the leadership of the Assessment Coordinator and Directors of Elementary and Federal Programs in order to provide additional technical assistance. With the director's increased presence in each of the PLA schools and more detailed and timely information about the status of the School Improvement Plan (SIP), the director will have increased input and decision-making into such things as personnel issues including teacher assignments and budget. In addition, the district will utilize it as a tool in the Iowa Department of Education's 30-day monitoring meetings to strengthen the connections made between these meetings and day-to-day implementation of reform priorities, linking required data monitoring to school improvement planning. The intent is that this will enhance the Iowa Department of Education's 30-day monitoring meetings and strengthen the connections made between these meetings and day-to-day implementation of reform priorities. This will be pursued during 2014-15 for possible implementation in the fall of 2015.

Creation of new practices and policies that will positively impact implementation

The following new practices have been put in place for the 2014-15 school year in order to better support PLA schools:

4. The Office of Schools has restructured in order to decrease the number of schools each Director supervises and create a cohort of PLA schools.
5. A cohort of PLA schools has been created in order to provide targeted technical assistance and guidance, as well as provide a structure for the SIG schools to share lessons learned with Tier III schools.

6. This PLA structure also allows for the creation of four intervention-related cohorts consisting of representatives from each of the five SIG schools to support implementation of interventions: School Improvement Planning (Cohort 1); Coaching and Framework Training (Cohort 2); Data Teams (Cohort 3); and Climate and Culture/Academy for Urban School Leadership (AUSL) site visits (Cohort 4). Periodically, each of these cohort team meetings will also include representatives from the three Tier III PLA schools in order to share information, lessons learned, and to support their work in relation to school improvement planning, implementation of the Instructional Framework, and tiered systems of support.

PLA schools were considered first for priority placement of Released Dean of Student candidates.

Modification of Policies and Practices
(5 points maximum possible)

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

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

e. Sustainability of the reforms
Sustain the reforms after the funding period ends.

Each LEA will be required to delineate a plan for sustaining the reform undertaken in each school. Sustainabil-

ity measures will be discussed during LEA monitoring visits throughout the course of the grant. This plan will need to address the following:

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

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

As stated in the "Descriptive Narrative of Capacity" of this application, one of the most critical lessons learned from SIG Cohort I and II schools is the need to focus on sustainability – our obligation to ensure grant funds and actions generate positive outcomes and that the work can be carried on beyond the grant period. This is a foundational element of our planning for SIG interventions.

SIG interventions focus on three goals, which encompass the required Transformation Model activities.

1. Build the capacity of our Tier I PLA schools by ensuring a coherent system that simultaneously builds the skills of teachers and students
2. Develop the skills of teachers
3. Develop academic and behavior intervention systems and increase intervention support during the grant period

SIG actions and resources will provide intensity and differentiation of support for identified needs associated with district initiatives including:

- School improvement plan development and monitoring

- Instructional leadership team development
- Implementation of an Instructional Framework
- Instructional coaching
- Data team implementation
- Implementation of tiered intervention systems for academics and behavior (Multi-Tiered Systems of Support or MTSS)
- Implementation of the Department of Education's Early Literacy Initiative (ELI)

We believe with the intensity and differentiation of support provided, SIG schools will meet goals delineated in the SIG Program Evaluation, Appendix E, and be able to sustain the work after the grant period through the following district structures and processes:

- Office of Schools reorganization to provide for increased monitoring and supervision of elementary schools
- Implementation of an Instructional Framework district-wide; lessons learned will inform the second year of implementation in SIG schools and help the district to better understand how to effectively provide support in Year 1 to all other schools
- Anticipated approval of the DMPS TLC application in the fall of 2015 or 2016, as well as the legislature's continued approval of funding for the TLC system
- District processes for SIP monitoring
- District professional development structures, resources, and tools
- PD modules for teachers new to the district focused on district initiatives such as data teams, the Instructional Framework, Early Literacy Initiative tools and processes, and MTSS

The chart in Appendix K entitled, "Sustainability of SIG Goals & Associated Interventions District" provides more detailed information regarding the sustainability of SIG interventions after the period of the grant. In is anticipated with the differentiated and intensified support provided to SIG schools through grant interventions, they will be positioned to continue to implement these interventions through district structures,

utilizing district-adopted tools and resources.

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

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

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

(4) Timelines for pre-implementation and implementation
The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA's application.

The Iowa Department of Education (IDE) will allow LEA applicants to request SIG funding for pre-implementation activities in the spring and/or summer prior to full implementation for the 2014-2015 school year for the following:
Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students, parents, and community members to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
Instructional Programs: Provide remediation and enrichment to students in schools that will implement an

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

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

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

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

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

Pre-implementation plans (add rows as necessary):

Task	Individual(s) Responsible	Evaluation Metric	Timeline for Completion	
What major tasks must be completed in order to successfully launch the model at the start of the new school year?	Who will be responsible for seeing that the task is completed?	How will the LEA judge that a task has been satisfactorily completed?	Start date	End date
Assign one elementary director to work only with the eight PLAS schools.	Executive Director of Elementary Schools	Position will be verified by the Chief Schools Officer	May 15, 2014	June 12, 2014
Identify AEA instructional coaches	AEA Regional Director	AEA instructional coach placement will be reviewed by the Executive Director of Curriculum, Instruction, and Assessment	May 15, 2014	June 30, 2014
Hire Teacher Leaders/Interventionists and select Instructional Coaches interested in TLC system	Principals	Teacher leader, interventionist, and instructional coaching staffing will be reviewed by the Elementary Director	June 1, 2014	June 30, 2014
Implement a teacher leadership structure through the SIG grant to provide needed coaching support.	Principals	Teacher leader staffing will be reviewed by the Elementary Director	June 1, 2014	June 30, 2014

Principals and teacher leaders participate in data interpretation workshops to inform School Improvement Plan (SIP) decision-making	Director of Federal Programs	Data interpretation attendance rosters	June 12, 2014	June 17, 2014
Principals and teacher leaders participate in SIG cohort workshop to develop SIP	Director of Federal Programs	SIG cohort SIP workshop attendance rosters	June 18, 2014	July, 2014
Design SIP action plans for: • Parent/guardian engagement • Student growth system • Staff recognition • Increased learning time • Support of staff new to the school Action plans must include: • Communication plan Any PD needed	Director of Federal Programs	SIP action plans will be reviewed by the Elementary Director and the Director of Federal Programs	June 18, 2014	Sept. 15, 2014
Teacher leaders and principals attend state training on the Early Literacy Initiative/ assessments	Elementary Literacy Curriculum Coordinator	The elementary literacy curriculum coordinator will verify attendance with all buildings	June 25, 2014	June 26, 2014
Principals and teacher leaders attend SIG Boot Camp	Director of Federal Programs	SIG Boot Camp attendance rosters	June 27, 2014	June 27, 2014

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

Task	Individual(s) Responsible	Evaluation Metric	Timeline for Completion	
What major tasks must be completed in order to successfully implement the model?	Who will be responsible for seeing that the task is completed?	How will the LEA judge that a task has been satisfactorily completed?	Start date	End date (All tasks must be completed by August 2017)
Establish and schedule SIG cohort meetings for intensive support of data teams	Director of Federal Programs	Review of scheduled meetings by Elementary Director	August 1, 2014	August 31, 2014
Implement addition element to evaluation system that sets a student growth goal, aligned to the Instructional Framework to support teacher reflection about the relation-	Director of Federal Programs	Analysis of student growth goals and results by assessment team	August 1, 2014	Sept. 15, 2014

ship between teacher and student growth.				
Establish structures to recognize effective personnel, aligned with performance scales in an Instructional Framework to assist in the validation of professional growth.	Director of Federal Programs	Satisfaction survey of teachers	August 1, 2014 August 1, 2015 August 1, 2016	Sept. 15, 2014 Sept. 15, 2015 Sept. 15, 2016
Schedule additional collaboration time for the year at each school	Principals	Documentation of at least ten collaborative times per month	August 1, 2014	August 20, 2014

Design initial agenda templates/protocols
• Director visits
• Instructional leadership team
• SIG cohort network meetings
  o School Improvement Planning
  o Coaching and Framework training
  o Data Teams
• SIG cohort job-alike
• IDE 30-day visits
IDE monitoring visits
	Director of Federal Programs	Review of agenda templates and protocols by Elementary Director	August 1, 2014	August 31, 2014

Conduct Data Team Cohort 3 meetings to ensure: • Alignment of resources • Sharing of lessons learned • Progress monitoring resulting in decision-making • Integration of the work with school and district systems • Identification of needed technical assistance • Communication channels operating effectively at the school and district levels Identify best practices and celebrate successes	Director of Elementary Curriculum	Satisfaction survey of data team cohort members Annual audit of data team practices	September 1, 2014	June 30, 2017

Review SIG cohort agenda templates/protocols for any needed revisions to ensure meetings result in: • Alignment of resources • Sharing of lessons learned • Progress monitoring resulting in needed decisions • Integration of the work with school and district systems • Identification of needed technical assistance Communication channels operating effectively at the school and district levels	Director of Federal Programs	Review of agenda templates and protocols by Elementary Director Satisfaction survey of SIG cohort members	January 1, 2015	January 31, 2015
Initial intensive Marzano Instructional Framework training for principals, coaches and teacher leaders	Principals	Satisfaction/usefulness survey of principals, coaches and teacher leaders	August 1, 2014	August 15, 2014
Ongoing Marzano Instructional Framework training for principals, coaches and teacher leaders	Principals	Implementation audit of coaches and teacher leaders	August 15, 2014	May 31, 2017
Initial intensive NTC blended coaching training for principals, coaches and teacher leaders	Principals	Satisfaction/usefulness survey of principals, coaches and teacher leaders	September 1, 2014	September 30, 2014
Ongoing NTC blended coaching training for principals, coaches and teacher leaders	Principals	Implementation audit of coaches and teacher leaders	October 1, 2014	May 31, 2016
Develop NTC coaching Impact Plan (evaluation plan) using NTC process • Survey of teachers and coaches Adjust program design based on feedback	Director of Teacher Development	Documentation of annual impact plan	Jan 1, 2015 Jan 1, 2016 Jan 1, 2017	Jan 31, 2015 Jan 31, 2016 Jan 31, 2017
Each Coach and Teacher Leader, together with the principal, creates a plan for providing services to teachers to support their professional growth and development focuses on introduction to the Framework	Principals	Audit of service plans by Director of Elementary Curriculum	August 1, 2014 January 1, 2015	August 31, 2014 January 31, 2015
Intensive introduction to the Instructional Framework building PD lead by coaches and teacher leaders	Principals	Satisfaction/usefulness survey of teachers	September 1, 2014	May 31, 2015

Each Coach and Teacher Leader, together with the principal, creates a plan for providing services to teachers to support their professional growth and development that introduces use of electronic tools (such as Marzano's iObservation) for differentiated PD and development of an electronic portfolio supporting teacher growth on Instructional Framework elements	Principals	Audit of service plans by Director of Elementary Curriculum	August 1, 2015 January 1, 2016	August 31, 2015 January 31, 2016
Instructional Framework building PD focusing on electronic tools (such as Marzano's iObservation) lead by coaches and teacher leaders	Principals	Electronic tools implementation audit of coaches and teacher leaders	September 1, 2015	May 31, 2016
Each Coach and Teacher Leader, together with the principal, creates a plan for providing services to teachers to support their professional growth and development focusing on full implementation of the Instructional Framework, insuring each teacher has been individually coached during the grant period	Principals	Audit of service plans by Director of Elementary Curriculum	Audit of service plans by Director of Elementary Curriculum	August 31, 2016 January 31, 2017
Instructional Framework building PD focusing on full implementation lead by coaches and teacher leaders	Principals	Instructional Framework implementation audit of teachers	September 1, 2016	May 31, 2017
Coaches and Teacher Leaders provide one-to-one support to identified teachers and team-based support for: • Instructional Framework self-audit • Professional Growth Plan • Identification of walk-through "look fors" • Coaching • Tracking progress Professional learning communities	DMPS Instructional Coaches	Satisfaction/usefulness survey of teachers Documentation of scheduled support times	August 2014	June 2017
Conduct formative assessment of Framework implementation 4 times each	Director of Teacher Development	Satisfaction/usefulness survey of principals, coaches, teacher leaders and teachers	August 2014	June 2017

year • Instructional Coach/Teacher Leader cohort meetings to monitor Framework work plan • Identify best practices and celebrate successes Adjust work plan as needed		Instructional Framework implementation audit of teachers		
Utilize collaborative inquiry process to assess performance of data teams	Director of Elementary Curriculum	Annual audit of data team practices by elementary curriculum coordinators	August 2014	June 2017
Develop school plan based on collaborative inquiry data to: • Support data team development • Support tiered intervention systems • Implement DE universal screening system Identify needed technical assistance	Principals	Annual audit of school plans by Director of Federal Programs	August 2014	June 2017
Conduct formative assessment of data team support at least 4 times per year • Instructional Coach cohort meetings to monitor work plan • Identify best practices and celebrate successes Adjust work plan as needed	Director of Elementary Curriculum	Satisfaction/usefulness survey of data team cohort members	August 2014	June 2017
Finalize summer school plans as a SIG cohort	Elementary Director	Summer school teacher survey Analysis of academic growth of summer school attendees	March 2015	June 2015
Plan AUSL school site visits as a cohort team including: • Site visit objectives • Sharing of lessons learned with SIG cohort and any resulting revisions to visit objectives School- and cohort-level actions as a result of the visits, including revisions to the SIP	Elementary Director	Documentation of agendas/plans	August 1, 2014	August 31, 2014
Academy for Urban School Leadership (AUSL) site visits for teams of staff from each SIG school (cited as one of	Elementary Director	Satisfaction/usefulness survey of cohort team members	Sept. 1, 2014	May 31, 2017

the most impactful trainings by SIG Cohort I and II schools) around climate and instruction; teams will visit different schools throughout the grant period and share learnings with DMPS cohort of PLA schools				
AEA and district staff will work together to establish a structure for tiered interventions for academics and behavior (Multi-Tiered Systems of Support)	Director of Elementary Curriculum	Audit of tiered intervention processes	August 2014	June 2015
AEA and district staff will train building staff on a system for tiered interventions for academics and behavior (Multi-Tiered Systems of Support), including progress monitoring systems	Director of Elementary Curriculum	Satisfaction/usefulness survey of teachers	August 2015	June 2016
AEA and district staff will support full implementation of a system for tiered interventions for academics and behavior (Multi-Tiered Systems of Support), including progress monitoring systems and walk-throughs to inform implementation	Director of Elementary Curriculum	Audit of tiered intervention processes Satisfaction/usefulness survey of teachers	August 2016	June 2017
DMPS counseling curriculum pilot in the eight PLA elementary schools	Counseling Coordinator	DESA assessment of student social/emotional development	August 2014	May 2017

Timelines

(5 points maximum possible)

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

Rubric Value	Descriptor	Weighting	Points
1	The LEA has not provided an adequate pre-implementation and implementation timeline delineating the steps it will take in its implementation of the chosen intervention model.	1	
3	The LEA has provided pre-implementation and implementation timelines, but is inconsistent or weak	1	

	and does not address all necessary tasks.		
5	The LEA has demonstrated in a strong and convincing manner that it has the capacity to fully and effectively implement the intervention model it has chosen and addresses all necessary tasks.	1	

(5) Monitoring

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

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

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

SIG Annual goals:

English-Language Arts Goal	Metric used to determine progress
Year 1: Increase the percent of grades 3-5 full academic year (FAY) students proficient by 6 percent. Year 2: Increase the percent of grades 3-5 full academic year (FAY) students proficient by 7 percent. Year 3: Increase the percent of grades 3-5 full academic year (FAY) students proficient by 7 percent.	Reading Iowa Assessment
Math Goal	Metric used to determine progress
Year 1: Increase the percent of grades 3-5 full academic year (FAY) students proficient by 5 percent. Year 2: Increase the percent of grades 3-5 full academic year (FAY) students proficient by 5 percent. Year 3: Increase the percent of grades 3-5 full ac-	Mathematics Iowa Assessment

ademic year (FAY) students proficient by 5 percent.	

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

SIG Leading Indicators:

Indicator	How will this indicator be monitored?
Number of minutes within the school year	The district established the number of minutes within the school year, ensuring they meet state requirements. Directors of Elementary Schools monitor the master schedules for compliance with minutes in core areas at the grade levels and building levels. Principals monitor individual teachers for compliance with minutes.
Student participation rate on State assessments in reading/language arts, by student subgroup	The district's Assessment Department staff tracks student participation rates on the Iowa Assessments in reading/ language arts, by student subgroup. They report their findings to principals, supporting directors, and administrators upon completion of official AYP results from the State. Participation rate is tracked in both reading and math, by subgroup. This occurs once yearly when the assessment is administered.
Student participation rate on State assessments in math, by student subgroup	The district's Assessment Department staff tracks student participation rates on the Iowa Assessments in math, by student subgroup. They report their findings to principals, supporting directors, and administrators upon completion of official AYP results from the State. Participation rate is tracked in both reading and math, by subgroup. This occurs once yearly when the assessment is administered.
Dropout rate	Not applicable. The district dropout rate is only reported for grades 7 and up.
Student Attendance Rate	Daily attendance is entered by teachers into the electronic student information system (Infinite Campus) for raw numbers, reported daily. Data is tracked for trends by the district's Early Indicator System (EIS) to identify student risk indicators, including attendance. EIS reports are run every six weeks by the Office of Schools department on attendance data to analyze trends for individual students, groups

	of students, and school-level data. These reports are shared with principals, Directors, and other administrators. The Director of Elementary Schools meets with principals to discuss the data, create goals around attendance, and modify the plan as needed. This data is re-analyzed every six weeks to identify students in need; to determine the degree to which interventions are helping students succeed; and to identify additional or alternative services with which the student/family might benefit.
Number and percentage of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes	Not applicable for elementary schools.
Discipline incidences	Student behavior data for discipline incidences is entered into the electronic student information system (Infinite Campus) for raw numbers, reported daily. Data is tracked for trends by the EIS system to identify student risk indicators, including discipline referrals and suspensions. EIS reports are run every six weeks by the Office of Schools department on attendance data to analyze trends for individual students, groups of students, and school-level data. These reports are provided to principals, Directors, and other administrators. The Director of Elementary Schools meets with principals to discuss the data, create goals around attendance, and modify the plan as needed. This data is re-analyzed every six weeks to identify students in need; to determine the degree to which interventions are helping students succeed; and to identify additional or alternative services with which the student/family might benefit.
Truants	Truancy data is entered by teachers into the electronic student information system (Infinite Campus) for raw numbers, reported daily. Data is tracked for trends by the district's Early Indicator System (EIS) to identify student risk indicators, including truancy. EIS reports are run every six weeks by the Office of Schools department on attendance data to analyze trends for individual students, groups of students, and school-level data. These reports are shared with principals, Directors, and other administrators. The Director of Elementary Schools meets with principals to discuss the data, create goals around attendance, and modify the plan as needed. This data is re-analyzed every six weeks to identify students in need; to determine the degree

	to which interventions are helping students succeed; and to identify additional or alternative services with which the student/family might benefit.
Distribution of teachers by performance level on LEA's teacher evaluation system	The DMPS teacher evaluation system includes only two levels of performance: meets and does not meet. Human Resources ensures principals and directors follow procedures for discipline, written reprimands, Phase 1 and 2 plans, suspensions, and terminations. The district follows Iowa's performance levels for Teacher Standards and Criteria: meets or does not meet. If district teachers are not meeting criteria, a Phase 1 plan is put into place. If the Phase I plan is not met, a Phase 2 plan is put into place. Suspension and termination are next steps in the process, if performance plans are not met. Teachers who are on performance plans are not allowed to transfer to another building in the district.
Teacher attendance rate	Teacher attendance rates are tracked by the district's Nova Time electronic system. This data is monitored by Directors and principals on a regular basis. If issues arise, principals address them with the teachers. Human Resources provides support to principals on issues of attendance.

SIG achievement indicators:

Indicator	How will this indicator be monitored?
AYP status	AYP status is monitored by the State. The district's AYP status is determined after completion of the AYP report, with results passed on to administrators and to buildings. Schools that are in need of assistance receive additional support, overseen by Directors. Directors direct, monitor, and coach, working closely with principals and building-level teams to continually monitor indicators. For buildings with designation of SINA 3 or higher, corrective action plans/restructuring plans are put into place with support from the Director of Federal Programs. Reading and mathematics assessment results are monitored continually and reports are submitted to the State three times per year.

Which AYP targets the school met and missed	District administrators (Directors) in collaboration with building-level teams monitor AYP targets that are met or missed. Directors and principals are informed of all targets met or missed for participation and proficiency in reading and mathematics for all subgroups by the assessment office upon completion of the AYP report. These proficiency and participation indicators inform interventions that will be implemented to improve results.
School improvement status	Schools not meeting AYP for two or more consecutive years are designated Schools in Need of Assistance. District administrators (Directors) in collaboration with building-level teams monitor school improvement status. Directors and principals are informed of school improvement status by the assessment office upon completion of the AYP report.
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	Directors and principals are informed of Iowa Assessment proficiency distributions by grade level in reading and mathematics for all subgroups by the assessment office upon completion of the AYP report. In addition to this annual assessment, DMPS uses the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) three times per year as a predictive screener with a high correlation (approximately -.76) to Iowa Assessments. Schools are provided results by Assessment Department staff by grade level and by subgroup three times per year. This data shows which students are on track to obtain proficiency on state assessments. Based on results, interventions are provided for students who are not on track for proficiency.
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	The Assessment Department analyzes and compares to previous years our average scale scores on State assessments in reading, language arts, and math annually (May) after receiving the data back from the State. The analysis of average scale scores is broken down by grade, for all students group, for each achievement quartile, and for each subgroup. Analysis results and interpretation are shared with district administrators and building staff.
Percentage of limited English proficient students who attain English language proficiency	The district uses the Iowa English Language Development Assessment annually to assess the English proficiency of limited English proficient students. Des Moines administers the I-ELDA in the month of February each year. We receive these results in the month of May and use the results to

	place students in appropriate ELL services the following school year.
Graduation rate	Not applicable for elementary schools.
College enrollment rates	Not applicable for elementary schools.

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

With the support of the district, Capitol View Elementary has the infrastructure, experience, expertise, and supporting resources in place to successfully administer and monitor this project. DMPS has an established data collection, analysis, and reporting system to measure leading indicators. The DMPS Assessment Department has developed a sophisticated system of gathering a broad base of student data that is analyzed, synthesized, and made available to staff via the district student information system (Infinite Campus) and Tableau data analytics software. This system enables staff to maintain connection to students and student data, despite the challenge of high mobility of many students.

Our monitoring plan detailed in Appendix E will inform school leadership of areas of weakness/improvement in a timely manner. Capitol View's school leadership team will participate in data interpretation workshops three times per year (fall, winter, and spring) facilitated by the elementary director and the curriculum department. Through the data interpretation workshops, we have established a structure to consistently support schools around data analysis, interpretation, and action planning. These workshops provide a structure for analyzing content area strength and weaknesses, district supported data interpretation and data informed action planning. The objectives of the data interpretation workshops are:

- Establish common data analysis procedures and language across the district
- Increased data literacy among school leadership
- Development and enhance data-informed SIP action plans
- Provide individualized support to schools through the use of small network groups

The school leadership team, with support from district central staff, will be paramount to data interpretation, modifying programming based on data, and communicating findings to staff and the community. Data collected from this plan will be used to monitor student achievement, modify and strengthen curriculum content and instructional strategies, monitoring the progress toward implementation of the process, provide accountability information, and disseminate effective strategies for replication in other sites. Through this continuous improvement process of monitoring achievement, modifying content and strategies, setting goals, and effective strategy implementation, student achievement will continuously increase over time.

The SIG cohort of principals and teacher leaders will also data team month around SIG leading and achievement indicators as part of their preparation for the Department of Education 30 day meetings. This will provide SIG principals and teacher leaders a more frequent and informal venue to analyze data, identify best practices, and share lessons learned.

Monitoring

(5 points maximum possible)

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

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

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

30 Day Meetings

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

Attendance (student and teacher) Examples could include:

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

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

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

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

- Learning – students
- Instruction – teachers

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

- Learning – students
- Instruction - teacher

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

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

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

Monitoring Visits (three times per year)

Members of the SIG Monitoring Team (members will include IDE consultants, LEA members, and may include AEA consultants) will be assigned to each LEA receiving School Improvement Grant funds to conduct onsite visits three times a year to each building. The purpose of the onsite visit will be to document LEA and school progress in implementing the intervention model and associated actions according to the established timeline

and whether any deficiencies exist in LEA and school commitment and support. The outcome of an onsite visit will be the submission of a Technical Assistance Report to the Title I administrative consultant who will review the findings and determine whether any follow up actions need to be taken.

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

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

School Improvement Symposia (three times per year)

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

Assurance

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

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

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

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

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

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

Consultation with Relevant Stakeholders

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

Please see Appendix L for a chart including the complete list stakeholders' names, their titles, and dates of consultation meetings.

After reviewing the list of DMPS PLA schools released by the Iowa Department of Education in February of this year, district leadership concluded that SIG funds would make their greatest impact on student achievement in Des Moines if systemic interventions addressed all five Tier I elementary schools rather than working with schools in isolation. The initial step in the DMPS strategic planning process involved meetings with district leadership, including the Superintendent and Chief Financial Officer, in order to make decisions regarding how many SIG applications the district would submit and for which schools, as well as to determine the funding necessary to implement parallel intervention systems at the remaining Tier I PLA elementary schools. The decision was made to submit applications for SIG funding at Capitol View, Lovejoy, and Monroe and implement the same intervention actions, including the required federal activities, at Edmunds and King using district funds.

The planning process involved the following components:

1. **SIG lessons learned**: Interviews with Cohort 1 and 2 principals to garner information about lessons learned from implementation of previous School Improvement Grants
2. **Needs assessment process**: including analysis of district academic and culture/climate data,

as well as two interviews with staff at each of the five Tier I schools

a. Interviews with the leadership team to discuss all needs assessment points in section B.1. of the grant application

b. Follow-up interviews with teaching staff on specific elements of the application needs assessment: role of the instructional leader; fidelity of implementation of literacy and math curricula; teacher collaboration time; services organized according to Universal, Targeted, and Intensive tiers; valid progress monitoring assessments; behavior plan/program implemented with fidelity; and evidence of parent/community involvement

3. **Identification of systemic interventions**: Needs assessment data were reviewed by the Office of Schools and Office of Curriculum, Instruction and Assessment (CIA) to identify the systemic needs and associated interventions

4. **Planning for operationalization of interventions at the school level**:

a. Two planning committee meetings were held

b. Committee membership included: approximately five representatives from each of the five Tier I elementary schools (current and in-coming principal, teachers, interventionists, and instructional coaches); the Executive Directors of Elementary and Curriculum, Instruction, and Assessment; Elementary Literacy Coordinator; AEA consultant; PLA network Elementary Director; and Director of Federal Grants

c. Committee members met informally with their respective school staff to collect feedback and bring it back to the committee for consideration

d. Committee members finalized a PowerPoint that was presented at the May 7 staff meetings regarding critical elements of the SIG application

e. Surveys were developed and conducted with all school leadership and instructional staff, as well as a parent survey done in person or by telephone

5. **Planning for AEA support with intervention implementation**: Meetings were held with the AEA Regional Director, AEA consultants, and CIA staff, as well as internal AEA meetings, to develop a plan to commit 2.5 AEA Instructional Coaches to support SIG interventions

Stakeholder Consultation
(5 points maximum possible)

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

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

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

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

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

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

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

The LEA will describe their needs to implement the selected intervention model(s).
The LEA budget should take into account the following:

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

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

The budget reflects being awarded TLC funds in year 3. If we awarded TLC in year 2, we will submit a request for a budget amendment to plan for the addition of funds not needed to support the TLC system. Please see Appendix K for information about sustainability.

PERSONNEL EXPENSES:

3 FTE Lead Teacher/ Interventionists: *YR 1: $54,440 x 3 = 163,320; YR 2 (with 4% increase): 169,853; YR 3 (with 4% increase; 3 (.5) FTEs):$88,323; 3 YEAR TOTAL: $421,496.* ***The positions also receive a $5,000 stipend in years 1 and 2*** *(based on stipend amounts for Teacher Leadership and Compensation grant). YR1: $5,000 x 3=$15,000; YR2 (with 4% increase): $15,600. YR3 stipends will come from TLC grant funds.* These positions will support implementation of the instructional framework, focusing on K-2 or 3-5 teacher grade spans. In year three, we anticipate TLC funding will cover 50% of the positions. Coaching support will assist with early implementation of Teacher Leaders. Positions will be sustained through TLC funds. Interventionist positions will not be sustained.

2 FTE Instructional Coach stipends: *$5,000 each with 4% increase in year 2. Year 3 will be covered by TLC funds. YR1:$10,000; YR2 =$10,400.* Instructional Coaches will provide leadership and support in literacy and math, model instruction, coach teachers in best practices, and provide data team support. They will utilize the Instructional Framework to support teacher growth and development and work with Instructional Leadership Teams and principals to plan/ implement P.D. Stipends will be sustained through TLC funds.

1 FTE Technology Lead Teacher/ Interventionist: *YR 1: $54,440; YR 2 (with 4% increase): $56,617.60; YR 3 (with 4% increase): $58,882.30; 3 YEAR TOTAL = $169,939.90.* ***This position will also receive a $5,000 stipend*** *each year (based on stipend amounts for Teacher Leadership and Compensation grant). YR1:$10,000; YR2(with 4% increase): $5,200; Yr 3 (with 4% increase):$5,408. 3 Year Total: $15,608.* This position will serve half-time as a Teacher Leader and half-time as an interventionist, supporting blended learning (the infusion of technology into instruction) and implementation of GOMath!. We anticipate Lead Teacher positions will be sustained through TLC funds. Interventionist positions will not be sustained.

1 FTE Behavior Strategist: *YR 1: $54,440; YR 2 (with 4% increase): $56,617.60; YR 3 (with 4% increase): $58,882.30; 3 YEAR TOTAL=$169,939.90.* This position will provide interventions for students with serious behavior concerns, develop systems to support behavior interventions, and build capacity to support students long-term (tiered systems of support). Behavior Strategist positions will not be sustained after the grant peri-

od.

Leadership Framework training (teacher out of contract hours): (6 hours x $26.69/hr x 53 teachers) (4% increase/year) SIG schools will have intensive training and support from Instructional Coaches and Teacher Leaders on the Instructional Framework, implementing one year ahead of other schools. Results to inform year two for SIG schools and year one for others. Framework training will be sustained through general funds.

Substitute teachers *($135 + benefits of $22.41/day) x 53 teachers (4% increase/yr) x 2 days.* Funds will allow for collaboration teams to meet for focused instructional planning or team Professional Development (2 days/year). They will also allow teachers to visit model classrooms to observe instruction (2 days/year). Schools are provided limited funds for substitutes for professional development. These additional grant funds will not be sustained.

School Leadership Team planning sessions *(out of contract hours for teachers): (12 hours x $26.69/hr x 5 teachers) (4% increase/year).* SIG school leadership teams will participate as a cohort in summer sessions to develop their school improvement plans. District workshops will be provided and SIG funds will allow teams to continue planning outside of district workshop time. School Leadership Team planning session funds will be provided for a limited number of hours for identified staff through district funds after grant funds expire.

Summer School *(out of contract hours for teachers): 4 hours x $26.59/hour x 12 days x 15 teachers (10 students/teacher) (4% increase/yr).* A two-week summer school program will be offered each year (two planning days for teachers and 10 class days). The summer school program at Capitol View will target specific populations of students to meet identified needs. In the summer of 2017, the district will provide summer school for 3rd graders who are not proficient in reading as required by Early Literacy Intervention legislation.

BENEFITS:

Benefits are calculated as 48.41% of salary with a 4% annual increase for proposed personnel positions (Life Insurance @ .09%, Disability Insurance @ .34%; FICA @ 7.65%; IPERS @ 8.93%; Health Insurance @

29.71%; and Dental Insurance @ 1.69%). Out of contract hour benefits, substitute teacher benefits, and stipends are calculated at 16.58% (FICA and IPERS).

OTHER:

Summer School Transportation: *3 busses @ $150/day x 10 days = $4,500/year x 3 years= $13,500.* District bus rates of $150/day (60 students/bus) are used to calculate bussing for Summer School.

Conference expenses: ($18,000/yr for team of 10 people) Academy for Urban School Leadership (AUSL) site visits (cited as one of the most impactful trainings by SIG Cohort I and II schools) around climate and instruction; findings shared with DMPS cohort of PLA schools. Limited funds will be available after the grant period for conferences through district funds.

Materials and Supplies: $236,593 for **Pre-Implementation:** P.D. for Leadership Framework; **Years 1-3:** P.D. books for teachers/ cohort groups on interventions (data team development, progress monitoring, culture and climate); Take-home books for students (literacy support); Online licenses for remediation; climate/ culture materials (tiered behavior intervention systems). Many of these purchases will be one-time purchases that will be utilized for several years beyond the grant term.

Family and Community Involvement: *$5,000/year x 3 years = $15,000.* SIG funds will supplement Title I parent involvement funds to develop systems that engage parents/guardians in their children's education (materials/seminars trainings on study skills, Infinite Campus, etc.). Title I Family Involvement funds will be available beyond the grant period.

ALLOWABLE INDIRECT COST RATE: The district's indirect cost rate approved by the Federal government for 2014-15 is set at 2.34%. It has been calculated for salary and benefit expenses.

SCHOOL IMPROVEMENT GRANT (SIG) BUDGET

Grant Period 2014-2015 through 2016-2017

Title I

Iowa Department of Education

Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

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

School District Name: Des Moines Independent Community School District

School Building Name: Capitol View Elementary School

	Year 1 Budget		Year 2 Budget	Year 3 Budget	3-Year Total
Grant Amount	$608,530		$628,574	$479,936	$1,717,040
	Pre-Implementation (expenses occurring spring/summer 2014)	Year 1 - Full Implementation (expenses occurring during first year)			
Personnel Expenses (expenses for salary and benefits)					
Salary					
3 FTE Lead Teacher/ Interventionists: (3 - 1.0 FTE years 1-2; 3 - .5 FTE year 3). Yr1: 54,440 (+4% increase for years 2 and 3)	-	163,320.00	169,853.00	88,323.00	421,496.00
3 FTE Lead Teacher/ Interventionists Stipend Yr1: $5,000 (+4% increase for year 2)	-	15,000.00	15,600.00	-	30,600.00
2 FTE Instructional Coach Stipend Yr1: $5,000 (+4% increase for year 2).	-	10,000.00	10,400.00	-	20,400.00
1 FTE Technology Lead Teacher Yr1: 54,440 (+4% for years 2 and 3)	-	54,440.00	56,618.00	58,883.00	169,941.00
1 FTE Technology Lead Teacher Stipend Yr1: $5,000 (+4% increase for years 2 and	-	5,000.00	5,200.00	5,408.00	15,608.00

3)		54,440.00	56.618.00	58,883.00	169,941.00	
1 FTE Behavior Strategist Yr1: 54,440 (+4% for years 2 and 3)		8,300.00	8,632.00	8,977.00	25,909.00	
Leadership Framework training (extra hours) (6 hours x $26.59/hour x 53 teachers) +4% increase/year	-	14,310.00	14,882.00	15,477.00	44,669.00	
Substitute teachers salary ($135/day x 53 teachers x 2 days) +4% increase/year	-	-	1,629.00	1,694.00	4,889.00	
School Leadership Team planning sessions (extra hours) (12 hours x $26.59/hour x 5 teachers) +4% increase/ year	1,566.00	18,792.00	19,544.00	20,325.00	58,661.00	
Summer School (extra hour) (4 hours/day x $26.59/hour x 12 days x 15 teachers) +4% increase/ year	-					
Benefits (FICA, IPERS, insurance)						
3 FTE Lead Teacher/ Interventionists benefits Yr 1: 48.41% of salary (+4% for years 2 and 3)	-	79,071.00	82,234.00	42,762.00	204,067.00	
3 FTE Lead Teacher/ Interventionists Stipend Benefit : 16.58% of stipend +4% increase/ year	-	2,487.00	2,586.00	-	5,073.00	
2 Instructional Coach Stipend benefit: 16.58% of stipend +4% increase/ year	-	1,658.00	1,724.00	-	3,382.00	
1 FTE Technology Lead Teacher benefit : 48.41% of salary (+4%	-	26,357.00	27,411.00	28,507.00	82,275.00	

for years 2 and 3)						
1 FTE Technology Lead Teacher Stipend benefit: 16.58% of stipend +4% increase/ year	-	829.00	862.00	896.00	2,587.00	
1 FTE Behavior Strategist: 48.41% of salary (+4% for years 2 and 3)	-	26,357.00	27,411.00	28,507.00	82,275.00	
Leadership Framework training benefit (6 hours x $4.41/hour x 53 teachers) +4% increase/year	-	1,558.00	1,620.00	1,684.00	4,862.00	
Substitute teachers benefit ($22.41/day x 53 teachers x 2 days) +4% increase/year	-	2,376.00	2,471.00	2,570.00	7,417.00	
School Leadership Team planning session benefit (12 hours x $4.41/hour x 5 teachers) +4% increase/ year	294.00	-	306.00	318.00	918.00	
Summer School benefit (4 hours/day x $4.41/hour x 12 days x 15 teachers) +4% increase/ year	-	3,528.00	3,669.00	3,816.00	11,013.00	
Expenses (mileage, meals, lodging)	-	-	-	-	-	
Professional Services (expenses for external providers)						
Honorarium	-	-	-	-	-	
Expenses (mileage, meals, lodging)	-	-	-	-	-	
Instructional Materials/Supplies	-	-	-	-	-	
Other Expenses (must specify expenses)						
Specify Other Expense:						
Summer School Transportation (3 busses @ $150/day x 10 days) (60 stu-	-	4,500.00	4,500.00	4,500.00	13,500.00	

dents/bus)					
Conference Expenses (AUSL Conference/ $18,000/year in years 1-3 for 10 people per year to attend	-	18,000.00	18,000.00	18,000.00	54,000.00
Materials and Supplies: Pre-Implementation: P.D. for Leadership Framework Training; Years 1-3: Books for P.D. for teachers and cohort groups; Books for students to take home for literacy support; Online licenses for remediation; materials to support new climate and culture initiatives (tiered intervention systems for student behavior).	-	79,888.00	79,887.00	76,817.00	236,592.00
Family and Community Involvement (development of systems to engage parents/ guardians)	-	5,000.00	5,000.00	5,000.00	15,000.00
Administrative Costs (indirect cost maximum based on indirect cost rate multiplied by salary and benefit expense)					
Allowable Indirect Cost Rate	44.00	11,415.00	11,917.00	8,589.00	31,965.00
Budget Total	$1,904.00	$606,626.00	$628,574.00	$479,936.00	$1,717,040.00

Budget

(10 points maximum possible)

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

Rubric Value	Descriptor	Weighting	Points
1	The applicant does not adequately describe how funds will be distributed or support school improvement activities. The budget is incomplete.	2	
3	The description of funding distribution and the funding of some activities is included. Distribution and	2	

	utilization is not clear. The budget includes most needs to implement the selected intervention model.		
5	The applicant has clearly described how funds will be distributed, will support school improvement activities, and will be utilized for implementation and sustainability of the intervention model. The budget includes all needs to implement the selected intervention model.	2	

Example:

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

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

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

☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements

☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds

☒ If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements

☒ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality

☒ The LEA assures it will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding

☒ Report to the SEA the school-level data required under section III of the final requirements

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

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Appendix A

Critical Success Factors for Effective Implementation of the *Journeys* Materials

The Iowa Common Core (IACC) Standards and the learner objectives listed on our district curriculum guides are our K-6 English Language Arts curriculum. These guides clearly articulate what students need to know and be able to do during each unit of study at each grade level. The recently purchased *Journeys* is a comprehensive English Language Arts program that supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. **This program will be used as our primary tool to support instruction and enhance students' mastery of the Iowa Common Core Standards.**

The following elements have been identified as critical success factors for the implementation of the *Journeys* materials during the 2012-2013 school year. Application of these components will establish the framework upon which an effective and sustainable English Language Arts program can be built.

Comprehension & Vocabulary (Reading Literature & Informational Standards)

- The **anthology stories** support explicit instruction during whole group and/or small group teaching of the IACC Reading Standards.
- The *Journeys* **leveled readers** support differentiated instruction based on student need during small group instruction. If students are highly discrepant, additional teacher scaffolding will be needed to support student acquisition of the appropriate leveled reader.
- The Houghton Mifflin Reading (2008) leveled readers are recommended as a secondary support for differentiated small group instruction.
- The *Journeys* **target vocabulary** for each lesson utilizes strategies for direct vocabulary instruction (guidance provided in the *Word Study Teacher's Guide*). This work supports the overarching IACC Standards Literature 4 and Informational 4.

Writing and Language Standards

- The curriculum guides indicate a **genre focus** for each unit indicated by the IACC Writing Standards 1-3. The *Journeys* materials provide **explicit instruction around this writing genre**. *Being a Writer* may also be used to support the development of the writing community and the craft of each genre.
- The *Journeys* **vocabulary strategies** and **grammar** components are aligned with the IACC Language Standards. If the focus of the *Journeys* materials did not align with grade level standards, it was not indicated on the guide. Student assessment data should be used to determine if these skills are needed by the students in each classroom.

Phonemic Awareness, Phonics and Fluency (Foundational Standards)

- The curriculum guides indicate a **phonics** and **word study focus for each weekly lesson**. The *Journeys* materials support the explicit teaching of these skills. The *Word Study Teacher's Guide* should be used to reinforce daily instruction and provide ample student practice.

- The curriculum guides indicate a **fluency focus for each weekly lesson**. The *Journeys* materials support explicit instruction, however, additional opportunities for re-reading and practice should be provided to students.
- The 40 high frequency words from Journeys will be assessed in isolation for **Kindergarten only**. Grades 1 and 2 should have a conversation about which sight words from Journeys will most support student learning.

Appendix A

K-6 Literacy Materials Upgrade

On May 1st, the Des Moines Public School Board approved the materials upgrade purchase of the Houghton Mifflin Journeys (©2012) comprehensive literacy program in an effort to support the teaching and learning of the Iowa Common Core Standards.

A committee including grade level representatives from different buildings across the district reviewed all comprehensive K-6 literacy materials currently available to support instruction of the Iowa Common Core Standards. After their review, they selected to upgrade our current Houghton Mifflin materials for the following reasons:

- *Organization*: The Houghton Mifflin Journeys materials are organized in a very similar fashion to our current Houghton Mifflin Reading materials. This will allow us to spend our professional development time on how to use the materials to support instruction, rather than how the materials are organized.
- *Increase of Nonfiction Text*: The Iowa Common Core Standards require an increase in the amount of nonfiction text used during whole group and small group instruction.
- *Focus on Explicit Instruction:* Mental modeling and scaffolded instruction are provided in the areas of comprehension, writing, fluency, vocabulary, phonemic awareness (K-2) and phonics, which align with the Iowa Common Core Standards.
- *Strong Connection between Whole Group, Small Group and Intervention Instruction:* The materials provided for whole group, small group and intervention instruction align, in an effort to support all students with mastery of the objectives.
- *Strong ELL Support Components:* Language Support Cards and daily lessons that are aligned to core instruction are provided to support the oral language development of our ELLs.

How will teaching staff be supported with the orientation of Journeys?

Optional ½ day training sessions will be provided multiple times over the summer months for instructional staff. These sessions will focus on what is included in the Journeys materials and how these will support instruction of our district literacy curriculum guides. Staff will be compensated for their time (3 hours), should they choose to attend 1 of these sessions. A schedule for these sessions will be available on May 11th.

During the 2012-2013 school year, District PLC early release Wednesday sessions will focus on the use of the Journeys materials to support instruction of the Iowa Common Core Standards and the creation of Common Formative Assessments.

When will the Journeys materials arrive?

The literacy curriculum department is working in conjunction with our purchasing and central stores personnel to create a distribution plan, which will be shared with building leadership as soon as possible. We are **very** committed to ensuring that all materials arrive in buildings prior to the start of the 2012-2013 school year.

What will we do with the old Houghton Mifflin Materials?

The Houghton Mifflin Reading (©2008) leveled readers will align with the Journeys materials. A spreadsheet will be provided that supports teachers with determining where this alignment occurs. The Houghton Mifflin Reading materials will be kept at the building to support extended learning opportunities and/or interventions. An alignment guide will be provided to support staff in using these materials in conjunction with Journeys. We recognize that there will be an excess of student editions and we will work with central stores to begin removal of these from buildings in October of 2012.

When will more information and support be provided?

During our May 15th Literacy Regional Meeting (8:15-11:15am at Plymouth Church), specific details pertaining to the distribution schedule, training opportunities and implementation expectations will be shared with building principals and literacy leaders.

Appendix B

K-5 Mathematics Materials Upgrade

December 2013

On December 17th, a committee of 17 district representatives from Des Moines Public Schools voted in favor of the materials upgrade purchase of the Houghton Mifflin Go Math (©2015) comprehensive mathematics program in an effort to support the teaching and learning of the Iowa Common Core Standards. This proposal will go to the Des Moines Public School Board in early 2014.

How were these materials selected?

The committee, including grade level teachers, instructional coaches, special education/intervention teachers, and a parent from different buildings across the district, reviewed all comprehensive K-5 mathematics materials currently available to support instruction of the Iowa Common Core Standards. After their review, they selected Houghton Mifflin Go Math (©2015) upgrade for the following reasons:

- *Organization*: The Houghton Mifflin Go Math materials are organized in a meaningful, sequential way to support the Iowa Common Core Standards, as well as, The Standards for Mathematical Practice. This will allow us to spend our professional development time on how to use the materials to support instruction and meet learner objectives.
- *Balanced Math*: The Iowa Common Core Standards requires a balance between conceptual understanding, application, and procedural skill and fluency. Houghton Mifflin Go Math presents that balance when called for within the grade level standards.
- *Focus on Problem Solving:* Mental modeling, real-world application, and scaffolded instruction are provided daily in the area of challenging problems and problem-based tasks. This allows students to solve problems with persistence, choose and apply various strategies, and have opportunities to write and speak about their understanding.
- *Strong Connection between Whole Group, Small Group, and Intervention Instruction:* The materials provided for whole group, small group, and intervention instruction alignment, in an effort to support all students with mastery of the objectives.
- *Technology Integration:* Go Math will provide teachers and students daily access to a plethora of technology resources, including Interactive White Board Presentations, a Go Math app available on any device, an Interactive Student Edition, Virtual Manipulatives, and a Personalized Math Trainer for every student.
- *Strong ELL Support Components:* Vocabulary Cards, vocabulary builders, small group hands-on activities, and daily lessons that are aligned to core instruction are provided to support the math development of our ELLs.

How will the ©2015 impact our implementation?

Des Moines Public Schools will upgrade to the 2015 copyright for the 2014-2015 school year. The Houghton Mifflin Go Math (©2015) will include new technology including, Math On The Spot (MOTS) Videos, a Personalized Math Trainer Program, an Interactive Student Edition, and the Go Math App available on any device. This edition will also include a new adaptive, personalized assessment and intervention system.

While we are excited for these new components, the 2015 copyright will impact the timing of our implementation. We currently anticipate full arrival of our classroom and student materials in late August. We will work with our purchasing and warehouse personnel to ensure timely delivery of these materials to classrooms. An official start date for our Unit 1 math instruction and materials implementation will be established in alignment with this guaranteed delivery date of your instructional materials.

How will teaching staff be supported with the orientation of Go Math?

Training sessions will be provided multiple times over the summer months for instructional staff. These sessions will focus on what is included in the Go Math materials and how these will support instruction of our district mathematics curriculum guides. Staff will be compensated for their time, should they choose to attend a training session.

During the 2014-2015 school year, District PLC early-release Wednesday sessions will focus on the use of the Go Math materials to support instruction of the Iowa Common Core Standards, with imbedded technology integration.

Appendix C

Elementary Teaching & Learning: Designing the Instructional Day

	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy: 120-180 minutes/day					
Whole Group Comprehension	Teacher Read Aloud Introduce Vocab. Build Background** *(Journeys – Day 2)*	Introduce Comprehension (Projectable)	Main Selection with Graphic Organizer** *(Journeys – Day 2)*	*Main Selection with Graphic Organizer (continued, if needed)* Deepening Comprehension** *(Journeys – Day 3)*	Deepening Comprehension (Projectable & Practice Book)** *(Journeys – Day 3)*
Whole Group Vocabulary	5 day instructional sequence from the Word Study Teacher's Manual (part 2 – starts on pg. 101)				
Whole Group Phonics (+ PA for K-1)	Opening Routines – Daily Practice (include HF Words for K-2) 5 day instructional sequence from the Word Study Teacher's Manual (part 1 – starts on pg. 40)				
Whole Group Fluency	Teacher Read Aloud Model Fluency	Decodable Reader (K-2)	Fluency Guided Practice (Projectable)	Focused and Authentic Rereading Opportunities (include HF Words for K-2)	
Small Group	Vocabulary Reader OR Reteaching Previous Week	Leveled Reader** *(Journeys – Day 3)*	Leveled Reader *(continued, if needed)*	Leveled Practice** *(Journeys – Day 2)*	Decodable Reader (K-2) Reteaching
Independent or Collaborative Group Work	Vocabulary in Context Cards (back side)	Work Station Flip Charts (consider use of previous week)	Responding to Leveled Reader	Think Central – **Listen** to higher Leveled Reader and Respond	Formative Assessment
Whole Group Grammar	Explicit Grammar Lesson (Projectable)	Explicit Grammar Lesson (Projectable)	Explicit Grammar Lesson	Vocabulary Strategies Lesson	Grammar Review
Writing	*Being a Writer* provides a writer's workshop format for writing instruction. Each day should include a brief mini-lesson (*Getting Ready to Write*) where the teacher provides modeling for students on different aspects of the writing process. Students should engage in *Writing Time*, where they apply the ideas of the mini lesson and receive scaffolding and coaching from the teacher. To wrap-up the writing time, students should be provided the opportunity to *Share and Reflect* upon their writing. *The proportion of time spent on each component may vary each day.*				
	The "Resources" Tab at the back of each *Journey's* manual provides recommendations for handwriting including specific stroke and letter formation models (manuscript and cursive), position of writing (posture, utensil, paper position) and example activities to promote handwriting. *** Handwriting instruction should be embedded within our writing mini-lesson and writing time, rather than in an isolated block of time. ***				
Yellow and Orange Zone Literacy Intervention: 20-45 minutes/day (only for students in need of additional support)**					
Intervention Tab	Target Vocabulary	Reteach Comprehension	Write in Reader	Write in Reader	Preteach Future Week Comprehen-

(students approximately 18 mo. below grade level)	PA, Phonics, HF Words (K-2)	Write in Reader PA, Phonics, HF Words (K-2)	PA, Phonics, HF Words (K-2)	PA, Phonics, HF Words (K-2)	sion Skill PA, Phonics, HF Words (K-2)
ELL Tab ***(students on grade level to 12 mo. below grade level)***	Target Vocabulary Language Support Card PA, Phonics, HF Words (K-2)	Preview Main Selection PA, Phonics, HF Words (K-2)	Scaffolded Comp. from Main Selection PA, Phonics, HF Words (K-2)	ELL Leveled Reader PA, Phonics, HF Words (K-2)	Compare Texts PA, Phonics, HF Words (K-2)

Math: 75-90 minutes/day			
Daily Math Review and Mental Math (15 min)	Review of Prerequisite Skills or previously instructed content that was not mastered. Focus for Daily Math Review should be determined during the Data Team process in conjunction with the "*Show what you Know*" assessment.		
Whole Group Concept Development (20 min)	Engage *(Digital Lesson)* Explore: Listen and Draw (*K-2*), Unlock the Problem (*3-5*) Explain: Share and Show		
Formative Assessment	*Teachers have students complete the "Quick Check" items. Once the teacher has assessed students' understanding of the skills, students are directed into one of the following support structures:*		
Differentiated Instruction (20 min) *** Support Staff Push in During this Time*	**Small Group Instruction**	Tier 2 Lesson from Think Central Personalized Math Trainer	Advance Learners Lesson from Teacher's Edition (can include portions of Own Your Own)
	Independent/ Collaborative	Own Your Own (teacher can select specific questions for completion) Grab & Go Centers; Math Journal Probe (Essential Question); Animated Math Models (*FASTT Math can also be included during this time)	
Problem Solving (15 min)	Problem Solving + Application utilizing the Interactive White Board		
Additional Math Intervention: 15-20 minutes/day (only for students in need of additional support)**			
Tier 3 Small Group	Intensive Intervention Activity Guide; Personal Math Trainer		
FASTT Math	Basic Fact Intervention		

Science OR Social Studies (**Reference Curriculum Guide for Subject Focus): Minimum 120 minutes/WEEK	
Science OR Social Studies	**Reference curriculum guides for content focus and specific "I Can" statements for instruction. Time will be distributed across whole group instruction and small group/collaborative group inquiry.
Health: Minimum 30 minutes/ WEEK	
Whole Group Health	HealthTeacher.com Interactive Lessons – Reference Curriculum Guide for Required Topics and Lessons Health Text Read-Alouds

Appendix D Correlation Between the Transformation Model and School's Most Pressing Areas of Need

<table>
<tr><th>REQUIRED LEA ACTIVITY</th><th>Correlation Between the Transformation Model Capitol View's Most Pressing Areas of Need</th><th>Other Factors Related to School Needs Identified and the Transformation Model</th></tr>
<tr><td>1. Replace the principal</td><td>In the fall of 2013, Marsha Kerper was identified to lead the reform work at Capitol View. Marsha was specifically recruited because of her demonstrated leadership as principal of Madison Elementary School from 2003-2013. Madison, while a smaller school than Capitol View, has similar student demographics. Under Marsha's leadership, student achievement gains at Madison demonstrate her ability to impact the achievement of the Capitol View student population.

<table><tr><th>Percent Proficient</th><th>2011-2012</th><th>2012-2013</th></tr><tr><td>Mathematics</td><td>70.31</td><td>75.19</td></tr><tr><td>Reading</td><td>61.72</td><td>70.68</td></tr></table></td><td>The district's Office of Schools has committed to a realigned structure to support schools beginning with the 2014-15 school year. Elementary Directors currently supervise 19 elementary schools each. With the new structure, an additional director position will be added with district funds to allow one director to be responsible for supervision and oversight of the five Tier I and eight Tier III PLA schools. In addition, the Director of Federal Programs will work in conjunction with the Elementary Director for PLA schools to support implementation and monitoring of the SIG grant. This will:
• Provide additional support to each SIG school for implementation of Transformation interventions, including leadership coaching for principals (initial implementation of the Marzano Leadership Framework in 2014-15)
• Create a cohort of schools that can learn from each other; a structure to share lessons learned from SIG-awarded schools with each other and with other PLA elementary schools.

Sustainability:
• The Elementary Director position is funded through general funds; the Director of Federal Programs position is funded through Title I funds.
• Implementation of the Marzano Leadership Framework is funded through general funds</td></tr>
<tr><td>2. Operational flexibility (calendar, time, budget, staffing)</td><td>There is frequent turnover in the Released Dean position as it is a training ground for principals; staff would like to explore a change in district practices related to this posi-</td><td>In general, operational flexibility will be supported through the increased oversight of an elementary director. With the director's increased presence in</td></tr>
</table>

	tion in order to make it a more stable position. Potential changes to explore include a financial incentive for Deans who choose to remain in PLA schools for multiple years. Concerns were identified at Capitol View related to the value of the continuous calendar and its impact on instruction. Staff have expressed the need to reconsider the need to continue to implement a continuous calendar: o Staff turnover: teachers start the school year in July; teachers hired during the summer for a new position effective in August requires transition of new staff 6 weeks into the school year o Instructional coaches are often used to help newly-enrolled students transition from traditional to continuous calendar as they have missed critical curriculum o From a systems standpoint, adjustments to PD schedules need to be made in order to ensure continuous calendar staff are able to attend and that the sequence of the PD supports the continuous calendar timeline (for example, when new curriculum is adopted teachers need to be prepared to begin implementation at different times during the summer depending on when school begins) o No data to support positive impact of calendar on student achievement ▪ The three DMPS continuous calendar schools were matched with three demographically similar traditional calendar schools to control for demographic variance. The following demographic variables were considered when choosing similar traditional calendar schools: English Language Learners (ELL), Free/Reduced Priced Lunch (F/R PL), Race/Ethnicity and Special Education. ▪ Overall the students who attended the continuous calendar schools showed growth rates that were similar to traditional calendar schools in each	each of the PLA schools and more detailed and timely information about the status of the School Improvement Plan (SIP), the director will have increased input and decision-making into such things as personnel issues including teacher assignments and budget. The elementary director will also be instrumental in working with the principal to monitor staff compliance with SIG activities during 2014-15 and make recommendations regarding transfer of staff who do not fulfill responsibilities. In addition, the director's increased presence in each of the PLA schools will focus on oversight and monitoring in order to assume decision-making as deemed necessary related to such things as teacher assignments, curriculum, assessments, data, professional development, instruction, monitoring and implementation.

	measure. Student absences tended to be slightly higher in continuous calendar schools due to having a larger percentage of students who were absent 10 or more days.	
3. Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	SIG Cohort I and II schools implemented an additional element to their evaluation system. Each teacher and administrator, with approval of their supervisor, sets a student growth target for the year. Results of this reflection will form the basis of the teacher's/principal's individual professional development plan for the following year.	An element of the proposed system of reforms includes implementation of an Instructional Framework to provide a common language of instruction. An Instructional Framework with performance scales supports teachers' expressed needs for additional modeling and coaching to support instruction, as well as walk-through data to understand how PD is implemented. Alignment of the current student growth goal system with proposed implementation of an Instructional Framework provides an opportunity for teachers to reflect about the relationship of teacher growth to student growth. In addition, there are opportunities to link this work with the Peer Review Process.
4. Identify/reward effective personnel & remove ineffective personnel	While the assessment process did not specify needs related to the identification of effective personnel or removal of ineffective personnel, staff expressed concerns about the complexity of instruction, the demands placed on staff related to implementation of the Iowa Core, and the challenges related to working in schools with high percentages of students who live in poverty. Structures to recognize effective personnel, especially when aligned with performance scales in an Instructional Framework to assist in the validation of professional growth, may serve to encourage individual professional growth, the retention of staff, and development of the collective capacity of the school.	Schools are committed to designing structures to identify and reward effective personnel that are sustainable – that do not involve a financially-based reward. Operational flexibility is provided to schools to design a system for their individual school, based on input from staff, or to partner with other SIG schools in designing a system. Structures for the reward system will be included in each school's SIP.
5. High-quality, ongoing, job-embedded, instructionally aligned professional development	Professional development needs identified at Capitol View include: o Support for the infusion of 10 new teachers in 2014-15 due to retirements o Moving PLC work from what we teach (focus on standards) to how we teach (focus on instructional practice and ELL strategies)	The district's department of Curriculum, Instruction, and Assessment (CIA) has clearly articulated structures, tools, and systems in place to provide professional development to implement district priorities related to implementation of instructional programming.

	o Walk-through data related to the fidelity of implementation of instructional materials and practice to inform professional development o Increase in the efficiency of data team use of progress monitoring data to inform instruction and intervention groups o Behavior management tools to support student social skills and the interruption of disruptive behavior In addition to professional development content, the need for coaching to support implementation of professional development was clearly articulated. The need for data focused on implementation of professional development to support the individual development of teachers and the collective capacity of the school was identified.	The infusion of AEA Instructional Coaches and Teacher Leaders as part of the reform effort will reinforce and provide an intensity of service to implement CIA professional development, as well as help to differentiate the support needed at both the school and teacher levels. Marzano's Instructional Framework and Leadership Framework will be introduced in 2014-15, with an intensity provided to the five PLA schools through additional coaching and professional development. Walk-through data related to the Instructional Framework in combination with the teacher self-audit and student growth data will provide teachers, coaches, and principals with a variety of data points for personal reflection and professional growth.
6. Financial incentives, career opportunities and flexible work conditions	While the assessment process did not specify needs related to financial incentives, career opportunities and flexible work conditions for staff, staff clearly stated the need for additional coaching support for teachers. Although, the district was not awarded a Teacher Leadership and Compensation (TLC) grant, the district will implement a teacher leadership structure through the SIG grant to provide needed coaching support. The TLC system is designed to provide financial incentives and career opportunities to retain effective staff and increase student achievement. Partial implementation of the TLC system will allow the district the opportunity to study its implementation in 2014-15 to plan for full implementation in either the fall of 2015 or 2016.	Currently, the district provides a differential for principals serving in PLA schools. The needs assessment generated a suggestion to explore include a financial incentive for Deans who choose to remain in PLA schools for multiple years to decrease the turnover rate in this position. Early implementation of TLC in SIG schools provides financial incentives and career opportunities to retain effective staff and increase student achievement and will be sustainable after the period of the grant through State TLC funds.
7. New governance structure (permissible)	The need for a systems approach to school reform requires alignment with district priorities, as well as a monitoring structure to ensure the reform efforts are implemented consistently and effectively.	The district's Office of Schools has committed to a realigned structure to support schools beginning with the 2014-15 school year. Elementary Directors currently supervise 19 elementary schools each. With the new structure, an additional direc-

		tor position will be added with district funds and one director will be responsible for supervision and oversight of the eight Tier I and Tier III PLA schools. Not only does this decrease the number of schools a director is responsible, but, as importantly, it creates a cohort of schools that can learn from each other. It provides a structure to share lessons learned from SIG-awarded schools with each other and with other PLA elementary schools. The School Improvement Plan, tightly aligned with SIG reform strategies, will serve as a tool to assist the director in supporting each school. The intent is that this will enhance the Iowa Department of Education's 30-day monitoring meetings and strengthen the connections made between these meetings and day-to-day implementation of reform priorities.
8. 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	Concerns identified related to implementation of the instructional program include: o The need to shift the focus PLC work from what is taught to how it is taught o A lack of information regarding the consistency with which Core instruction is implemented across grade levels o A lack of data regarding the fidelity with which teachers are implementing instructional materials and the expected practices associated with the materials o Need for professional development to ensure the rigor of formative assessments aligned to the Core	CIA has clearly articulated structures, tools, and systems in place to provide professional development to implement district priorities related to implementation of instructional programming. In addition, professional development structures are in place to support implementation of the district's adoption of a new math curriculum in 2014-15 which includes a focus on blended learning. The infusion of AEA Instructional Coaches and Teacher Leaders as part of the reform effort will reinforce and provide an intensity of service to implement CIA professional development supporting implementation of instructional standards.
9. Promote the use of student data to inform and differentiate instruction in order	Staff clearly articulated concerns related to the use of data to information and differentiate instruction, including: o The need to increase in the efficiency of data team	Early Literacy Initiative funds will be used to provide professional development training to support implementation of the DE universal screener and

to meet the academic needs of individual students	members to use progress monitoring data to inform instruction and intervention groups o The need to move PLC work from what we teach (focus on standards) to how we teach (focus on instructional practice and ELL strategies) o The lack of walk-through data related to the fidelity of implementation of instructional materials and practice to inform professional development o The need to examine the structure for intervention groups to ensure students are well served in Universal instruction o The scheduling of PLC meetings to provide opportunities for interventionists and classroom teachers to meet to discuss data, instructional groupings, and instructional strategies	progress monitoring tools to inform and differentiate instruction to meet the individual needs of students.
10. Establish schedules and implement strategies that provide increased learning time	Capitol View and Monroe benefit from 21st Century Learning grants, first implemented in the fall of 2012. The Department of Education has stated that because the program has been implemented within the last two years, it meets federal requirements for increasing student learning time. • Plans are approved for the various "program sessions" offered to students at each school. The sessions generally run for a semester and several are offered each semester. The plan includes the instructional components and expected outcomes/benchmarks. Approximately 75% of each afternoon is dedicated to program sessions and 25% to physical activity. • These programs provide an average of 17,600 minutes a year of increased learning time in core academic subjects, as well as additional time for instruction in other subjects for the provision of enrichment activities. • The district will determine in November of 2014 if additional grant applications will be submitted to include Lovejoy.	With opportunities for program renewal, there is potential of another five years for the program at Capitol View and Monroe. The 21st Century Program can be provided in a school for a maximum of seven years. Teachers have expressed a particular need for additional collaboration time to design intervention instruction. With implementation of the FAST assessment in the fall of 2014, additional collaboration time will be needed to analyze this data.

	The SIG budget includes funds for a two-week summer school program each of the three years of the grant. The additional learning time requirement will be met at Lovejoy by offering the program to all students. The summer school program at Capitol View and Monroe will have the opportunity to be targeted to specific populations of students to meet identified needs. Additional collaboration time for teachers will be identified by extending the current twice weekly collaboration times (eight each month) to a minimum of 10 each month.	
11. Ongoing family and community engagement	A variety of activities and events, coordinated by the school and a variety of community groups, intended to involve parents/guardians in school are evident. Teachers, however, expressed the need to focus on systems to better impact how parents/guardians are involved with their child's education at home. Teachers specifically identified the need to find ways to better develop relationships with families who transfer in and out of the school and who have non-working phone numbers. Teachers also articulated their awareness that many of their parents/guardians have had negative experiences in school and do not respect the authority structure of the school.	The needs assessment highlighted staff interest in shifting focus from parent involvement activities to parent engagement. A focus on parent engagement will be more impactful over time. Providing parents/guardians with the skills and information to support learning at home such as study skills, access to and understanding of Infinite Campus reports, and email use with teachers has long-term benefits for supporting students in their education. Family engagement was clearly identified as a priority through the needs assessment. The only intervention model requiring this is the Transformation Model.
12. Ongoing intensive technical assistance from LEA, SEA or external partner	The need for a systems approach to school reform requires alignment with district priorities, as well as a monitoring structure to ensure the reform efforts are implemented consistently and effectively. In order to align district work with Iowa DE initiatives, technical assistance from Heartland AEA and the Iowa DE is critical.	Ongoing technical assistance, such as additional coaching support, was clearly identified as a priority through the needs assessment. The only intervention model requiring this is the Transformation Model.

Appendix E Program Evaluation Plan

Progress Monitoring Plan

With the support of the district, Capitol View Elementary has the infrastructure, experience, expertise, and supporting resources in place to successfully administer and evaluate this project. DMPS has an established data collection, analysis, and reporting system to measure performance outcomes. The DMPS Assessment Department has developed a sophisticated system of gathering a broad base of student data that is analyzed, synthesized, and made available to staff via the district student information system (Infinite Campus) and Tableau data analytics software. This system enables staff to maintain connection to students and student data, despite the challenge of high mobility of many students.

Monitoring for Continuous Improvement

Capitol View Elementary will conduct formative, summative, and process evaluation activities to verify completion of process outcomes, measure progress toward the stated intended performance measures, and identify areas of improvement and needed modifications. Evaluation efforts will be on-going measurements designed to identify what efforts have a positive effect on student achievement and to identify areas that need improvement. The strategy of continuous improvement is designed to produce tangible outcomes linked to student achievement. A chart that delineates monitoring processes, persons responsible, and timelines for monitoring progress toward accomplishing project performance measures and process objectives is illustrated below (table 1).

Table 1. DMPS Monitoring Process for Continuous Improvement

Action/Activity	Monitoring Plan	How Outcome Will Be Measured	Plan to Report Out Findings	Who is responsible for monitoring	Type of evaluation activity
Implement addition element to evaluation system that sets a student growth goal	Collect individual teacher student growth goals and results through the district's data system	Percent of teachers meeting student growth goals	June (2015, 2016, & 2017): Percent of teachers meeting student growth goals aggregated by building will be sent to building principals and elementary director for analysis at SIG cohort meeting	Assessment Team	Formative
Schedule additional collaboration time for the year at each school	Collect documentation of at least ten collaborative times per month from principals	Percent of months with at least ten collaborative times	Monthly break-downs will be shared at SIG cohort meeting	Director of Federal Programs	Process
Conduct Data Team Cohort 3 meetings	Formative analysis meetings of data teams process with instructional coaches/teacher leaders	Sharing of best practices, implementation strengths, and areas for improvement.	Four times each year: Instructional coaches/teacher leaders meet to share lessons learned, best practices, and problem solve areas of weakness	Director of Elementary Curriculum	Process

	Annual audit of data team practices	Analysis of data team meeting content in comparison with intended content/structures	February 2015, 2016, 2017: Audit is conducted. Results are shared with the Director of Elementary Curriculum, Elementary Director, and Director of Federal Programs. Results are analyzed with building leaders at March SIG cohort meeting.	Director of Elementary Curriculum	Formative
Implement Marzano Instructional Framework	Satisfaction/usefulness survey of teachers and teacher leaders	Percent of teachers and teacher leaders who find the Instructional Framework informative to their practice	April 2015, 2016, 2017: Surveys are administered to teachers and teacher leaders. Results are shared with the Director of Teacher Development, Elementary Director, and Director of Federal Programs. Results are analyzed with building leaders at May SIG cohort meeting.	Director of Teacher Development	Formative
	Audit of Instructional Framework self-assessments	Percent of teachers scoring themselves as Level 3	February 2016, 2017: Audit is conducted. Results are shared with the Director of Teacher Development, Elementary Director, and Director of Federal Programs. Re-	Director of Teacher Development	Formative

			sults are analyzed with building leaders at March SIG cohort meeting.		
	Formative analysis meetings of Instructional Framework implementation with instructional coaches/teacher leaders	Sharing of best practices, implementation strengths, and areas for improvement.	Four times each year: Instructional coaches/teacher leaders meet to share lessons learned, best practices, and problem solve areas of weakness	Director of Teacher Development	Process
NTC blended coaching training for principals, coaches and teacher leaders	Develop NTC coaching Impact Plan (evaluation plan) using NTC process	Percent of new teachers and teacher leaders who find the NTC blended coaching model informative to their practice	January 2015, 2016, 2017: Surveys are administered to new teachers and teacher leaders. Results are shared with the Director of Teacher Development, Elementary Director, and Director of Federal Programs. Results are analyzed with building leaders at February SIG cohort meeting.	Director of Teacher Development	Formative
Each Coach and Teacher Leader creates a plan for providing services to teachers to support their professional growth and	Audit of service plans	Percent of coaches and teacher leaders with plans in place	Sept & February (each year): Audit is conducted. Results are shared with the Director of Teacher Development, Elemen-	Director of Teacher Development	Process

development focused on the Instructional Framework			tary Director, and Director of Federal Programs. Results are analyzed with building leaders at September and February SIG cohort meeting.		
Implement summer school to increase learning time	Student growth in reading and math among student who attend summer school	Summer (spring to fall) growth on the FAST assessment (grade K-1), Basic Reading Inventory (grade 2), or Scholastic Reading Inventory (grade 3-5) of student attenders vs. non-attenders	September 2015, 2016: Summer gains are analyzed and shared with the Elementary Director, and Director of Federal Programs. Results are shared with building leaders at October SIG cohort meeting.	Assessment Team	Summative
Establish a structure for tiered interventions for academics and behavior (Multi-Tiered Systems of Support)	Audit of tiered intervention activities	Percent of coaches and teachers implementing tiered intervention activities	February 2015, 2016, 2017: Audit is conducted. Results are shared with the Director of Elementary Curriculum, Elementary Director, and Director of Federal Programs. Results are analyzed with building leaders at March SIG cohort meeting.	Director of Elementary Curriculum	Process
Increase in student engagement	Monitor student office referrals recorded in the district's student	Percent of K-5 students with at least one office referral within an academic year	January & May (each year): percentage of students with at least one officer referral aggregat-	Assessment Department	Formative

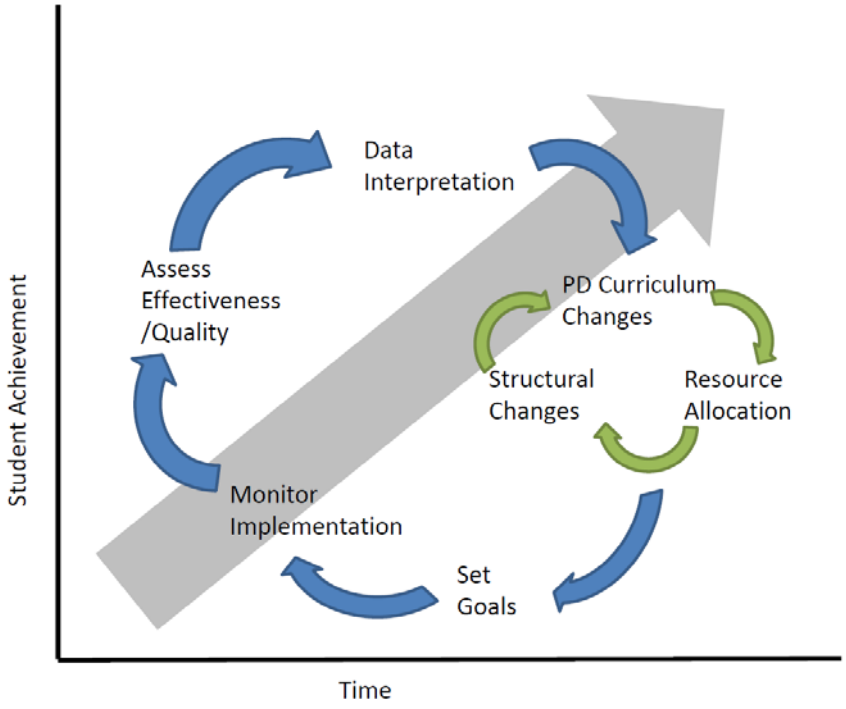
	information system (Infinite Campus)		ed by building will be shared at SIG cohort meeting.		
Increase in reading/language arts and math Common Core Standards mastery	Administer standards-based math assessment to grades K-5 each semester	Percent of students performing at the mastery level on standards-based assessments	After each assessment: data will be available by classroom, building, and district-wide through Tableau (data analytics software) and student information system (Infinite Campus) once assessments are administered. This data is available to teachers and building administrators. This data will be aggregated by building will be shared at SIG cohort meetings.	Assessment Department	Formative
Increased in percent of students making at least one year's growth in Reading/Language Arts and math	Administer the Reading and Math Iowa Assessments to grades 3-5 yearly (April)	Percent of students (grades 4-5) who increased their standard score from the previous year in accordance with one year's worth of Reading/Language Arts and math achievement	May (state reporting lag): data will be available by classroom, building, and district-wide through Tableau (data analytics software) and student information system (Infinite Campus). This data	Assessment Department	Formative

			is available to teachers and building administrators. This data will be aggregated by building will be shared at the June SIG cohort meeting.		
Increase in Reading/ Language Arts and math academic achievement Increase in Reading/ Language Arts and math academic achievement	Administer the FAST Assessment to grades K-1, Basic Reading, Inventory to grade 2, and the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) to grades 3-5 three times per year (Sep, Jan, April)	Percent of grade K through 5 students on-track for proficiency	After each assessment: data will be available by classroom, building, and district-wide through Tableau (data analytics software) and student information system (Infinite Campus) once assessments are administered. This data is available to teachers and building administrators. This data will be aggregated by building will be shared at the October, February, and June SIG cohort meeting.	Assessment Department	Formative
	Administer the Reading and Math Iowa As-	Percent of grade 3 through 5 students reaching to proficient cut point (standard score)	May (state reporting lag): data will be available by classroom, building, and	Assessment Department	Summa-tive

	sessments to grades 3-5 yearly (April)		district-wide through Tableau (data analytics software) and student information system (Infinite Campus). This data is available to teachers and building administrators. This data will be aggregated by building will be shared at the June SIG cohort meeting.		

This detailed plan will inform the school leadership of areas of weakness/improvement in a timely manner. Capitol View's school leadership team will participate in data interpretation workshops three times per year (fall, winter, and spring) facilitated by the elementary director and the curriculum department. Through these workshops, the leadership team will be provided intensive supports around strengths, areas of improvement, and data-informed action planning. The school leadership team, with support from district central staff, will be paramount to data interpretation, modifying programming based on data, and communicating findings to staff and the community. Data collected from this plan will be used to monitor student achievement, modify and strengthen curriculum content and instructional strategies, monitoring the progress toward implementation of the process, provide accountability information, and disseminate effective strategies for replication in other sites. Through this continuous improvement process of monitoring achievement, modifying content and strategies, setting goals, and effective strategy implementation, student achievement will continuously increase over time (see figure 1).

Figure 1. Continuous Improvement Process



Reporting Findings

The results of the continuous improvement monitoring plan will be reported to the U.S. Department of Education and Capitol View Elementary community in annual progress reports. Additional information will be provided to the Department of Education as requested. The monitoring plan employs a continuous feedback loop involving all program staff and all program constituents (e.g. parents, teachers, and community partners) to continuously enhance programming for students that positively affect students learning and achievement.

Appendix F Design and Implementation Chart

<table>
<tr><th>REQUIRED ACTIVITIES</th><th>ACTIONS to ENSURE FULL and EFFECTIVE IMPLEMENTATION</th><th>LEA/SCHOOL RESOURCES COMMITED</th></tr>
<tr><td>1. Replace the principal</td><td>In the fall of 2013, Marsha Kerper was identified to lead the reform work at Capitol View. Marsha was specifically recruited because of her demonstrated leadership as principal of Madison Elementary School from 2003-2013. Madison, while a smaller school than Capitol View, has similar student demographics. Under Marsha's leadership, student achievement gains at Madison demonstrate her ability to impact the achievement of the Capitol View student population.

<table><tr><th>Percent Proficient</th><th>2011-2012</th><th>2012-2013</th></tr><tr><td>Mathematics</td><td>70.31</td><td>75.19</td></tr><tr><td>Reading</td><td>61.72</td><td>70.68</td></tr></table></td><td>District recruitment and selection process</td></tr>
<tr><td>2. Operational flexibility (calendar, time, budget, staffing)</td><td>Supported through increased oversight of an elementary director assigned to work only with the eight PLAS schools. With the director's increased presence in each of the PLA schools and more detailed and timely information about the status of the School Improvement Plan (SIP), the director will have increased input and decision-making into such things as personnel issues including teacher assignments and budget.</td><td>District funded Elementary Director assigned to PLA schools (this requires an additional elementary director beginning in 2014-15)</td></tr>
<tr><td>3. Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input</td><td>SIG Cohort I and II schools implemented an additional element to their evaluation system. Each teacher and administrator, with approval of their supervisor, sets a student growth target for the year. Results of this reflection form the basis of the teacher's/principal's individual professional development plan for the following year. Cohort III will use this same system and examine enhancing the system by aligning it with the Instructional Framework to support teacher reflection about the relationship between teacher and student growth. In addition, there are opportunities to link this work with the Peer Review Process.</td><td>DMPS Student Growth Goal electronic form system

Director of Federal Programs (funded through Title I) provides technical assistance and monitoring</td></tr>
<tr><td>4. Identify/reward effective personnel & remove ineffective personnel</td><td>Each school will include action steps in their School Improvement Plan outlining a recognition system, based on a staff survey. During Year 1, it is suggested that schools recognize staff based on the student growth goal system.

Prior to Year 2, the cohort of SIG schools will share ideas and explore establishing a common system which may have implications district-wide, especially with implementation of an Instructional Framework. Structures to recognize effective personnel, especially when aligned with performance scales in an Instructional Framework to assist in the validation of professional growth, may serve to encourage individual professional growth, the retention of staff, and development of the collective ca-</td><td>Focus is on identifying recognition systems that are sustainable beyond the grant period and meaningful to staff</td></tr>
</table>

	pacity of the school. The increased presence of the Elementary Director in the PLA schools will focus on oversight and monitoring to provide support and assume decision-making as necessary related to such things as personnel issues.	
5. High-quality, ongoing, job-embedded, instructionally aligned professional development	The district's department of Curriculum, Instruction, and Assessment (CIA) has clearly articulated structures, tools, and systems in place to provide professional development to implement district priorities related to implementation of instructional programming. These include: • Monthly Teaching & Learning PD for principals and instructional leaders • District PLCs, monthly on early release Wednesdays • Educator Quality Professional Development Day • Summer trainings • PD modules for teachers new to the district The addition of a .5 FTE AEA instructional coach and .5 FTE Teacher Leaders at each school will provide much needed support for implementation and differentiation of PD at the school and teacher level. Blended coaching training from the New Teacher Center for instructional coaches, lead teachers, principals, and directors Instructional Framework training from the Marzano Center for instructional coaches, lead teachers, principals, and directors Academy for Urban School Leadership (AUSL) site visits for teams of staff from each SIG school (cited as one of the most impactful trainings by SIG Cohort I and II schools) around climate and instruction; teams will visit different schools throughout the grant period and share learnings with DMPS cohort of PLA schools	District PD opportunities AEA allocation of instructional coaches dedicated to DMPS SIG schools DMPS funds DMPS funds New Director of Teacher Development position to support framework implementation SIG funds
6. Financial incentives, career opportunities and flexible work conditions	Although, the district was not awarded a Teacher Leadership and Compensation (TLC) grant, the district will implement a teacher leadership structure through the SI.G grant to provide needed coaching support. The TLC system is designed to provide financial incentives and career opportunities to retain effective staff and increase student achievement. Partial implementation of the TLC system will allow the district the opportunity to study its implementation in 2014-15 to plan for full implementation in either the fall of 2015 or 2016.	District-funded PD for teacher leaders and instructional coaches from NTC and Marzano Center New Director of Teacher Development position in 2014-15 to guide this work, district funded
7. New governance structure (permissible)	The increased presence of the Elementary Director in each of the PLA schools will focus on oversight and monitoring in order to assume decision-making as deemed necessary related to such things as teacher assignments, cur-	District-funded Director position

	riculum, assessments, data, professional development, instruction, monitoring and implementation.	
8. 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	The district's department of Curriculum, Instruction, and Assessment (CIA) has clearly articulated structures, tools, and systems in place to provide professional development to implement district priorities related to implementation of instructional programming. The Iowa Common Core Standards and the learner objectives listed on district curriculum guides are our curriculum. These guides clearly articulate what students need to know and be able to do during each unit of study at each grade level. The curriculum guides for literacy, math, science, social studies and health can be found at www.elementary.dmschools.org. The following materials and resources support our instruction of the standards by emphasizing explicit, systematic instruction. These materials will be used as our primary tool to support instruction and enhance students' mastery of the standards. **Literacy**: Houghton Mifflin Journeys 2012 **Math**: Houghton Mifflin Go Math! 2015 **Science**: Foss Kits **Social Studies**: See curriculum guides for links **Health**: Health Teacher.Com	District curriculum guides aligned to the Common Core Standards District PD on development of CFAs and data team practices
9. Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students	The addition of a .5 FTE AEA instructional coach and .5 FTE Teacher Leaders at each school will provide much needed support for implementation and differentiation of PD at the school and teacher level. DMPS Literacy and Math Curriculum Coordinators will work with the SIG Data Team Cohort 3 teams to improve school systems for tiered interventions for academics and behavior (Multi-Tiered Systems of Support), including progress monitoring systems and walk-throughs to inform implementation Staff clearly articulated concerns related to the use of data to information and differentiate instruction, including: o The need to increase in the efficiency of data team members to use progress monitoring data to inform instruction and intervention groups o The need to move PLC work from what we teach (focus on standards) to how we teach (focus on instructional practice and ELL strategies) o The lack of walk-through data related to the fidelity of implementation of instructional materials and practice to inform professional development o The need to examine the structure for intervention groups to ensure students are well served in Univer-	AEA allocation of instructional coaches dedicated to DMPS SIG schools SIG funded Teacher Leaders SIG funded interventionists District data team PD District Literacy and Math Curriculum Coordinators

	sal instruction o The scheduling of PLC meetings to provide opportunities for interventionists and classroom teachers to meet to discuss data, instructional groupings, and instructional strategies Early Literacy Initiative funds will be used to provide professional development training to support implementation of the DE universal screener and progress monitoring tools to inform and differentiate instruction to meet the individual needs of students.	
10. Establish schedules and implement strategies that provide increased learning time	Capitol View and Monroe benefit from 21st Century Learning grants, first implemented in the fall of 2012. The Department of Education has stated that because the program has been implemented within the last two years, it meets federal requirements for increasing student learning time. The district will determine in November of 2014 if additional grant applications will be submitted to include Lovejoy. The SIG budget includes funds for a two-week summer school program each of the three years of the grant. The additional learning time requirement will be met at Lovejoy by offering the program to all students focused on instruction in the core and enrichment. The summer school program at Capitol View and Monroe will have the opportunity to be targeted to specific populations of students to meet identified needs. Additional collaboration time for teachers will be identified by extending the current twice weekly collaboration times (eight each month) to a minimum of 10 each month.	21st Century Program funds at identified schools Director support in development of SIP, including planning for summer school
11. Ongoing family and community engagement	This will be the work of the Climate and Culture/Academy for Urban School Leadership (AUSL) Site Visit Cohort 4 teams. A variety of activities and events coordinated by the school and a variety of community groups which are intended to involve parents/guardians in school are evident. Teachers, however, expressed the need to focus on systems to better impact how parents/guardians are involved with their child's education at home. Teachers expressed the need to focus on systems to better impact how parents/guardians are involved with their child's education at home. Teachers specifically identified the need to find ways to better develop relationships with families who transfer in and out of the school and who have non-working phone numbers. Teachers also articulated their awareness that many of their parents/guardians have had negative experiences in school and do not respect the authority structure of the school.	Director support in development of SIP Title I family involvement funds SIG family involvement funds AUSL site visits funded by SIG

	Schools will benefit from Academy for Urban School Leadership (AUSL) site visits. Visits will be coordinated with other SIG schools in order to share information and plan for future learning, as well as to share with the other DMPS elementary networks. Visits will focus on school and classroom environments and signature strategies, as well as strategies to increase parent engagement. As part of the needs assessment process, schools surveyed parents and identified parents willing to serve on an advisory group. These parents will be the initial nucleus to provide input regarding strategies to increase family engagement. Specific school actions for ongoing family and community engagement will be included in the school's SIP.	
12. Ongoing intensive technical assistance from LEA, SEA or external partner	The need for a systems approach to school reform requires alignment with district priorities, as well as a monitoring structure to ensure the reform efforts are implemented consistently and effectively. In order to align district work with Iowa DE initiatives, technical assistance from Heartland AEA and the Iowa DE is critical.	AEA Regional Director assigned to work specifically with DMPS AEA assigned instructional coaches for each school DMPS director support DE monitoring meetings and symposia
PERMISSIBLE ACTIVITIES	ACTIONS to ENSURE FULL and EFFECTIVE IMPLEMENTATION	LEA/SCHOOL RESOURCES COMMITED
Response to Intervention model	DMPS Curriculum Coordinators and Instructional Coaches will work with data teams to improve school systems for tiered interventions for academics and behavior (Multi-Tiered Systems of Support), including progress monitoring systems and walk-throughs to inform implementation. (Data Teams Cohort 3)	District Instructional Coaches and Curriculum Coordinators District professional development to support data teams
Implement approaches to improve school climate and discipline	DMPS will pilot new counseling curriculum in the eight PLA elementary schools. Schools will benefit from Academy for Urban School Leadership (AUSL) site visits. Visits will focus on school and classroom environments and signature strategies, as well as strategies to increase parent engagement.	DMPS funded counseling curriculum pilot DMPS funded Released Dean of Students positions SIG funded AUSL site visits SIG funded behavior strategist positions

Appendix G Operationalization of Goals

Goal 1: Build the capacity of our Tier I PLA schools by ensuring a coherent system that simultaneously builds the skills of teachers and students

Outcomes:

a) Tightly align School Improvement Plans to SIG interventions
b) Strengthen the performance of instructional leadership teams
c) Provide increased monitoring and technical assistance through directors
d) Utilize DMPS PLA cohort to share lessons learned
e) Align DE monitoring visits with SIG cohort data analysis and school improvement planning
f) Establish systems to enhance the engagement of parents/guardians in the education of their children
g) Provide ongoing technical assistance

Overview:

The seven outcomes above, labeled a) – g) are tightly interconnected in order to create a coherent system.

The School Improvement Plan is the school's organizational tool for actions and progress monitoring to implement SIG reform strategies and one of the primary tools for the Instructional Leadership Team. With directors' increased presence in each of the PLA schools and more detailed and timely information about the status of the School Improvement Plan (SIP), it will assist them in identifying technical assistance for each school.

The SIP will also serve as a mechanism for the PLA school cohort to share information and plan together. In addition, the district will utilize it as a tool in the Iowa Department of Education's 30-day monitoring meetings to strengthen the connections made between these meetings and day-to-day implementation of reform priorities, linking required data monitoring to SIP data.

The Elementary Director and Director of Federal Programs will participate in training to support their work with principals and Instructional Leadership teams including blended coaching training for leaders through the New Teacher Center (NTC), as well as Marzano's Leadership Framework and Instructional Framework which will be implemented in DMPS schools during the 2014-15 school year.

The SIG School Improvement Cohort 1, facilitated by the Director of Federal Programs, will lead this work.

Goal 2: Develop the skills of teachers

Outcomes:

a) Implement an Instructional Framework (common language of instruction)
b) Provide additional teacher coaching

Overview:

Instructional Framework

Beginning in the 2014-15 school year, Des Moines Public Schools will implement the Marzano Instructional Framework, focusing on the Learning Services Marzano Center's *Teaching for Rigor: A Call for a Critical Instructional Shift*, released in March of 2014. This work is founded in Marzano's *The Art and Science of Teaching*, *Observation Protocol*, and *Teacher Evaluation* Model (Instructional Framework), the first of which was initially released in 2007. *Teaching for Rigor* provides a common language of instruction – a model of instruction to support rigorous instruction, focusing on 13 essential teaching strategies. A crosswalk between to Marzano Instructional Framework and the Iowa 8 Teaching Standards has been conducted to ensure alignment. During 2014-15, all DMP schools will be provided with an introduction to the Instructional Framework, while the SIG schools will be involved in intensive training and support from Instructional Coaches and Teacher Leaders. The newly created position of Director of Teacher Development will provide leadership and support to all SIG schools regarding the implementation of the instructional Framework. SIG schools will implement one year ahead of other DM schools. The implementation of teacher leaders will allow for more intensive implementation in SIG schools. Lessons learned will inform the second year of implementation in SIG schools and

help the district to better understand how to effectively provide support in Year 1, 2015-16, and beyond to all other schools.

Teacher Coaching

Additional coaching support will be provided to each school through early implementation of Teacher Leaders, a component of the proposed DMPS Teacher Leadership and Compensation (TLC) system, and Heartland AEA Instructional Coaches.

- Capitol View will be allocated four Teacher Leaders who will serve half-time as Teacher Leaders and half-time as interventionists. Teacher Leaders with demonstrated skills and experience implementing best practices in elementary literacy and math instruction will be recruited, in particular, teachers with successful experiences working with ELL students. One of the positions will be specifically recruited and selected to support blended learning (the infusion of technology into instruction) to deliver additional support for implementation of the district's new math adoption, GOMath!. It is anticipated at least two Teacher Leader positions will be sustained in each school after the grant period through Iowa TLC funds.
- Each school will be allocated .5 FTE Heartland AEA Instructional Coach for the period of the grant.
- Teacher Leaders, AEA Instructional Coaches, and current Instructional Coaches at each school will participate in blended coaching training through NTC, as well as training in the Marzano Instructional Framework.

In general, coaches provide leadership and support to implement best practices through demonstration of lessons, observing and coaching teachers who are changing instructional practices, facilitating reflective sessions following observations, and organizing and delivering professional development activities.

- **Teacher Leaders** will support implementation of the Instructional Framework, focusing on either K-2 or 3-5 teacher grade spans. This will include developing teacher knowledge about Framework components and use of electronic tools provided by the Marzano Center, support in conducting teacher self-audits and the development of growth plans, as well as modeling and coaching to assist teachers in their growth and development in self-identified areas of the Framework.
- **DMPS Instructional Coaches** may apply to participate in the Teacher Leadership and Compensation (TLC) system selection process for inclusion in early implementation of the TLC system. If selected, they will receive the same stipend and be held to the same additional contract day expectation as Teacher Leaders. Instructional Coaches provide leadership and support to the school in the areas of literacy and mathematics, modeling instruction, coaching teachers in implementation of best practices, and data team support. While they are identified for their expertise in either literacy or mathematics and work with teachers through this lens, they will also utilize the Instructional Framework to ground their work in supporting the growth and development of teachers. Instructional Coaches also work with the principal and Instructional Leadership Team to plan and implement professional development, including the design/implementation of walkthrough tools.
- During Year 1, **AEA Instructional Coaches** will work with teachers identified by the principal to support them in working with tough-to-accelerate groups of students, such as ELL or students with an IEP. They will provide coaching and support on such things as progress monitoring systems, strategy work, and moving from analysis of formative data to instructional decision-making. DMPS Instructional Coaches will partner with AEA Instructional Coaches in Year 1 to familiarize them with district and school systems, such as district curriculum materials and resources, district balanced assessment system, district data team protocol, and school systems for tiered intervention and progress monitoring. In addition, they will work with the principal and Instructional Leadership Team to plan and implement professional development, either as a part of Wednesday Early-Release or during collaboration time PLCs. As relationships and trust are built among teachers, principals and AEA Instructional Coaches will examine the need for coaches to support school systems work beginning in Year 2, such as the school-wide intervention systems and data teams.

The SIG Coaching and Instructional Framework Cohort 2, facilitated by the Director of Teacher Development, will lead this work.

Goal 3: Develop academic and behavior intervention systems and increase intervention support during the grant period

Outcomes:

a) Enhance data team effectiveness
b) Establish tiered intervention systems for academics/behavior
c) Implement DE universal screening system
d) Increased learning time

Overview:

Data Teams

District professional development during 2013-14 supporting data teams focused on teacher understanding of grade-level standards and the development of "I can" statements and common formative assessments (CFAs). The needs assessment clearly indicated teachers' need to move from the "what" to the "how" of instruction. Beginning in the fall of 2014, SIG teachers will receive intensive training on the Instructional Framework, supported by coaching, which will complement data team focus on instructional strategies. District professional development in 2014-15 for data team work will focus on a data analysis process to ensure teachers are modifying instructional practices based on student needs. The SIG cohort of Principals and Instructional Coaches will receive focused professional development in order to provide concentrated coaching for data teams. A collaborative inquiry process will be used to understand data team performance (CFA creation, SMART goal development, data analysis, instructional strategy identification) and then develop a school plan to support data team development.

Tiered Intervention

Additional intervention support will be provided during the period of the grant by four .5 FTE interventionists who also serve as .5 FTE Teacher Leaders. Interventionists focus on literacy and math instruction and work with identified students within the school's tiered intervention system. Grant-funded interventionist positions will not be sustained beyond the grant period as we anticipate schools will be able to provide needed interventions with district-provided interventions as a result of the increased support during the grant period, improved effectiveness of data teams, and improved systems for tiered intervention.

District professional development for data team development will be provided through monthly Teaching and Learning meetings and targeted support will be provided to the SIG network and individual schools by curriculum coordinators. In addition, the SIG data team cohort will meet to share lessons learned, problem-solve, and identify needed technical assistance related to data teams and the development of tiered intervention systems. The Elementary Director will provide targeted support related to the development of tiered intervention systems for behavior.

Academy for Urban School Leadership (AUSL): DMPS SIG Cohort II schools reported benefits derived from visits to Chicago AUSL schools in relation to developing school and classroom systems for school culture and instruction. In particular, Findley Elementary school which has shown significant gains in achievement and improvement in student behavior during the first two years of its SIG grant, strongly recommended that future SIG schools include AUSL visits as a part of their professional development. School teams will participate in site visits one to two times each year during the grant period. Visits will be coordinated with other SIG schools in order to share information and plan for future learning, as well as to share with the other DMPS elementary networks. Visits will focus on school and classroom environments and signature strategies.

Universal Screening

Support for implementation of the new universal screening system utilizing FAST and Tier will be provided by Instructional Coaches and Lead Teachers. Focused technical assistance for the SIG cohort will be provided by the AEA Instructional Coach identified during the 2013-14 school year to support all DMPS in the Early Literacy Initiative (ELI). This special technical assistance will be provided through the SIG cohort for the intensive

support of data teams.

Increased Learning Time

Capitol View and Monroe benefit from 21st Century Learning grants, first implemented in the fall of 2012. The Department of Education has stated that because the program has been implemented within the last two years, it meets federal requirements for increasing student learning time. These programs provide an average of 17,600 minutes a year of increased learning time in core academic subjects, as well as additional time for instruction in other subjects for the provision of enrichment activities. The district will determine in November of 2014 if additional grant applications will be submitted to include Lovejoy.

The SIG budget includes funds for a two-week summer school program each of the three years of the grant. The additional learning time requirement will be met at Lovejoy by offering the summer program to all students. The summer school program at Capitol View and Monroe will have the opportunity to be targeted to specific populations of students to meet identified needs. While we are currently unable to predict the district's ability to continue to provide a two-week summer school beyond the grant period for all students in the SIG schools, beginning in the summer of 2017, summer school opportunities for 3rd graders who are not proficient in reading will be required to be provided through the Early Literacy Intervention legislation.

Additional collaboration time for teachers will be identified by extending the current twice weekly collaboration times (eight each month) to a minimum of 10 each month.

The SIG Data Team Cohort 3, facilitated by the Literacy and Math Curriculum Coordinators, will lead this work with the exception of the work related to behavior intervention systems which will be facilitated by the Elementary Director and led by the SIG Climate and Culture/AUSL Site Visit Cohort 4.

Appendix H: Iowa Department of Education School Improvement Initiatives

K-6 Building Blocks	Multi-Tiered Systems of Support (MTSS)
1. Instructional Time 2. Enacted and Learned Curriculum 3. Instructional Materials and Practices 4. Assessment for Learning 5. Collaboration	1. Evidence-based curriculum and instruction 2. Universal screening used three times per year 3. Evidence-based, instructional interventions at the Targeted and Intensive levels 4. Progress monitoring data 5. Data-based decision-making
Early Literacy Initiative (ELI)	**Teacher Leadership and Compensation (TLC) System**
1. Universal screening in reading grades K-3 2. For students with a "substantial deficiency" in reading: A. Progress monitoring B. Intensive instruction, including 90 minutes a day of scientific, research-based instruction C. Notice to parents D. Retention if the student is not proficient by the end of third grade, did not attend the summer program, and does not qualify for a good cause exemption (effective Summer 2017)	1. Attract able and promising new teachers 2. Retain effective teachers by providing enhanced career opportunities 3. Promote collaboration 4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. 5. Improve student achievement by strengthening instruction.

C4K Collaborative Inquiry Questions

CONSENSUS

A. What is the current level of consensus?
B. If the current level of consensus isn't sufficient, what is the process to build consensus?
C. Is there is a leadership team willing to accept responsibility for development, implementation, and sustainability of the framework?

INFRASTRUCTURE

D. Do we have an established and ongoing collaborative inquire process for implementation?
    1. Is the Universal Tier sufficient?
    2. If the Universal Tier is not sufficient, what are the needs that must be addressed?
    3. How will Universal Tier needs be addressed?
    4. How will the implementation of the Universal Tier actions be monitored over time?
    5. Have Universal Tier actions been effective?
    6. Which students need support in addition to the Universal Tier?
    7. Which of the Targeted and/or Intensive Tier options is needed to meet the needs of identified students?
    8. How will the Targeted and/or Intensive Tier options be implemented?
    9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?
    10. Using the data and information, which students need changes to the Tiers they are receiving?

SUSTAINABILITY

E. Do you have an established structure to provide on-going professional learning and coaching to support all staff members?
F. How do you ensure program evaluation at Universal, Targeted and Intensive Tiers?
G. What structure does the leadership team have in place to support sustainability of the framework over time

Appendix I	
Intervention	**Essential Questions Connected to IDE Initiatives**
Instructional framework	• **Building Blocks/Instructional Materials and Practices:** Are teachers implementing instructional practices aligned with curriculum materials/Iowa Core with fidelity? • **Building Blocks/Assessment for Learning:** Are teachers providing students with clear learning goals and scales or rubrics that describe levels of performance? • **MTSS/Evidence-Based Curriculum and Instruction:** Do administrators and teachers regularly engage in professional learning focused on instructional practice? Do schools use instructional methods that are structured, sequential, cumulative, and that maximize student engagement? • **ELI/Intensive Instruction:** Are students receiving intensive instruction using research-based instruction?
Data team/PLC development	• **Building Blocks/Enacted & Learned Curriculum:** Do administrators and teachers regularly engage in professional learning focused on the Iowa Core Standards? • **Building Blocks/Instructional Materials & Practices:** Do all teachers have access to a comprehensive set of ELA and math materials for the Universal Tier and are they implementing instructional practices aligned with the materials/Iowa Core? • **Building Blocks/Assessment for Learning:** Are teachers collecting daily evidence of student learning based on Learning Goals and Success Criteria? • **Building Blocks/Collaboration:** Is there a culture and set of processes in place for collaboration among administration, teaching staff, and parents that addresses individual growth in ELA and math skills? • **MTSS/Universal Screening:** Does the school use universal screening assessment to determine if universal instruction is sufficient? • **ELI/Progress monitoring:** Are progress monitoring procedures in place for all students receiving Targeted or Intensive instruction? • **MTSS/Evidence-based, instructional interventions at the Targeted and Intensive levels:** Does the school provide additional, evidence-based instruction and support to learners for whom universal instruction alone is not sufficient? • **MTSS/Progress monitoring data & ELI:** Are progress monitoring procedures in place for all students receiving Targeted or Intensive instruction? • **MTSS/Data-based decision-making:** Are informed decisions about students' instruction and curriculum needs made based on collection and analysis of data?
Implementation studies (walk-though and data team observation tools)	• **Building Blocks/Instructional Time & ELI:** Is there a protected, scheduled daily universal tier block for English/Language Arts (ELA) and math? • **Building Blocks/Enacted & Learned Curriculum:** Do administrators and teachers regularly engage in professional learning focused on the Iowa Core Standards? • **Building Blocks/Enacted & Learned Curriculum:** Do administrators and teachers implement professional learning focused on the Iowa Core Standards with fidelity? • **Building Blocks/Instructional Materials and Practices:** Are teachers implementing instructional practices aligned with curriculum materials/Iowa Core with fidelity? • **ELI/Intensive Instruction:** Intensive instruction, including 90 minutes a day of scientific, research-based instruction

Increase coaching support	• **Building Blocks/Instructional Materials and Practices & ELI:** Are teachers implementing instructional practices aligned with curriculum materials/Iowa Core with fidelity? • **Building Blocks/Assessment for Learning:** Are teachers providing students with clear learning goals and scales or rubrics that describe levels of performance? • **Building Blocks/Enacted & Learned Curriculum & ELI:** Do administrators and teachers implement professional learning focused on the Iowa Core Standards with fidelity? • **TLC System: Attract able and promising new teachers; Retain effective teachers; Promote collaboration; Reward professional growth and effective teaching; Improve student achievement** • **ELI/Intensive Instruction:** Intensive instruction, including 90 minutes a day of scientific, research-based instruction • **MTSS:** All aspects of the system • **C4K Collaborative Inquiry Questions:** Sustainability
Increase interventionist support • Academic • Behavior specialist	• **MTSS/Evidence-based, instructional interventions at the Targeted and Intensive levels:** Does the school provide additional, evidence-based instruction and support to learners for whom universal instruction alone is not sufficient? • **ELI/Intensive Instruction:** Intensive instruction, including 90 minutes a day of scientific, research-based instruction
Connections to School Improvement Plan (SIP)	• **Building Blocks/Assessment for Learning:** Does the school have clear learning goals established? • **Building Blocks/Collaboration:** Is there a culture and set of processes in place for collaboration among administration, teaching staff, and parents? • **MTSS/Data-based decision-making:** Is the SIP monitoring throughout the year and revisions made based on implementation and student achievement data? • **C4K Collaborative Inquiry Questions/Consensus, Infrastructure, Sustainability:** Do the Collaborative Inquiry Questions guide the school improvement process • **ELI/Notice to Parents**

Appendix J: Connecting DMPS SIG Interventions to DE Initiatives and SIG Federal Requirements

DMPS Priority Interventions	DMPS Grant Activity Focus	Iowa DE Initiatives	FEDERAL REQUIREMENTS
Instructional Framework	Professional development and coaching to support a common language of instruction	Building Blocks Multi-Tiered Systems of Support Early Literacy Initiative	High-quality, ongoing, job-embedded, instructionally aligned **professional development**
Data Team Development	Continued support for implementation of curriculum and alignment with Iowa Core standards through data teams development	Building Blocks Multi-Tiered Systems of Support Early Literacy Initiative	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
Increased Coaching Support	Utilize SIG Cohort I and II schools' process for student growth goals as a part of each teacher's Individual Professional Development Plan (IPDP) Explore enhancing the student growth goal process through teacher use of information from Instructional Framework self-audit to inform IPDP	Building Blocks Teacher Leadership & Compensation System Multi-Tiered Systems of Support Early Literacy Initiative C4K Collaborative Inquiry Questions	**Rigorous, transparent and equitable teacher and leader evaluation systems** using student growth in significant part AND other measures AND designed with teacher/leader input
	Include school-level reward system action steps in School Improvement Plan In Year 2, consider growth on Instructional Framework scales in combination with Student Growth Goal for recognition structure	Building Blocks Teacher Leadership & Compensation System Multi-Tiered Systems of Support Early Literacy Initiative C4K Collaborative Inquiry Questions	**Identify/reward effective personnel** and remove ineffective personnel
	Teacher leaders and AEA instructional coach support for implementation of Instructional Framework and data team/PLC development	Building Blocks Teacher Leadership & Compensation System Multi-Tiered Systems of Support Early Literacy Initiative C4K Collaborative Inquiry Questions	High-quality, ongoing, job-embedded, instructionally aligned **professional development**
	Teacher Leadership and Compensation positions implemented	Building Blocks Teacher Leadership & Compensation System Multi-Tiered Systems of Support Early Literacy Initiative C4K Collaborative Inquiry Questions	Financial incentives, **career opportunities** and flexible work conditions

	Support from Heartland AEA instructional coaches through a .5 FTE instructional coach in each school	Building Blocks Teacher Leadership & Compensation System Multi-Tiered Systems of Support Early Literacy Initiative C4K Collaborative Inquiry Questions	Ongoing intensive **technical assistance** from LEA, SEA or external partner
Increased Intervention Support Data Team Development	Increase in the number of interventionists during the period of the grant to address the large number of low-achieving students and serious behavior issues Coaching support through AEA instructional coaches and Teacher Leaders to promote differentiation of instruction through data teams, modeling, and coaching AEA instructional coaches and Teacher Leaders support implementation of Multi-Tiered Systems of Support	Multi-Tiered Systems of Support Early Literacy Initiative	Promote the use of **student data to inform and differentiate instruction** in order to meet the academic needs of individual students
School Improvement Planning	Flexibility opportunities addressed through increased Director support in development and monitoring of School Improvement Plan	Building Blocks Multi-Tiered Systems of Support C4K Collaborative Inquiry Questions Early Literacy Initiative	**Operational flexibility** (calendar, time, budget, staffing)
	Office of Schools has committed to a realigned structure to support schools beginning with the 2014-15 school year. With the new structure, an additional director position will be added with district funds to allow one director to be responsible for supervision and oversight of the eight Tier I and Tier III PLA schools.	Building Blocks Multi-Tiered Systems of Support C4K Collaborative Inquiry Questions Early Literacy Initiative	**New governance structure** (permissible)
	Specific plans to increase engagement of families in the education of their children are included in School Improvement Plan	Building Blocks Multi-Tiered Systems of Support C4K Collaborative Inquiry Questions Early Literacy Initiative	Ongoing **family and community engagement**

Appendix K: Sustainability of SIG Goals & Associated Interventions

SIG Goals & Associated Interventions	Sustainability
1. Build the capacity of our Tier I PLA schools by ensuring a coherent system that simultaneously builds the skills of teachers and students a) Tightly align School Improvement Plans to SIG interventions b) Strengthen the performance of instructional leadership teams c) Provide increased monitoring and technical assistance through directors d) Utilize DMPS PLA cohort to share lessons learned e) Align DE monitoring visits with SIG cohort data analysis and school improvement planning f) Establish systems to enhance the engagement of parents/guardians in the education of their children g) Provide ongoing technical assistance	• District SIP processes and tools provided for all schools will continue to support SIG schools • It is anticipated that as a result SIG reform work, additional DMPS PLA schools will not be identified; however currently identified schools will continue as a "Transformation" cohort until data demonstrate reform efforts have been fully implemented and institutionalized in a school • Continuation of the current school supervision ratio (1 Director: 8 schools) will support SIP development and monitoring • Technical assistance will be provided by district directors and curriculum coordinators, and the AEA
2. Develop the skills of teachers a) Implement an Instructional Framework (common language of instruction) b) Provide additional teacher coaching c) Teacher and leader evaluation systems using student growth in significant part d) Identify/reward effective personnel	• District funds will continue to fund any consultation work with Marzano Research Laboratory and the Marzano Center • District systems in place to support professional development related to the Instructional Framework will continue to support SIG schools • Additional hours for professional development beyond the contract could be paid for with SINA funds, if the school continues to be labeled as such, and hours are warranted • Coaching will be sustained through instructional coaches, paid with district funds, and teacher leaders, paid with approval of the district's TLC system application • AEA instructional coaches will not serve the SIG schools in their same capacity after the grant ends; it is anticipated the additional differentiated professional development and coaching provided during the grant period will be not be needed beyond what is provided to any school requesting AEA technical assistance • Student Growth Goal system will be supported through tools and processes developed by SIG schools with the assistance of the Director of Federal Programs • Systems to recognize staff and increase learning time will be included in the SIP and specifically designed for sustainability
3. Develop academic and behavior intervention systems and increase intervention support during the grant period	• We anticipate that with the increase in interventionists during the grant period, increase in the effectiveness of data teams, and implementation of tiered intervention

a) Enhance data team effectiveness b) Establish tiered intervention systems for academics/behaviors c) Implement DE universal screening system d) Increased learning time	systems, schools will be able to provide needed intervention supports beyond the grant period with interventionists provided through district funds • Tiered intervention systems will be supported district CIA structures and tools

Appendix L Consultation with Relevant Stakeholders

Name	Title*	Stakeholder Group	Date of Meeting
Mary Grinstead Wilma Gajdel	Assessment Supervisor* Dir. of Federal Prog.*	District systems support Assessment	February 25, 2014
Tom Ahart Holly Crandell Wilma Gajdel	Superintendent* Curriculum Exec Dir*	District systems support PLAS designation & SIG application	February 26, 2014
Holly Crandell Tim Schott Susie Tallman Wilma Gajdel	Curriculum Exec Dir* Secondary Exec Dir* Elementary Exec Dir* Dir of Federal Prog*	District systems support	February 26, 2014
Holly Crandell Tim Schott Alisha Farmer Corey Harris Susie Tallman Mike Lord Barry Jones Wilma Gajdel Maureen Taylor Deb Chapman Deb Markert Doug Calaway Nancy Croy Cindy Flesch Audrey Rieken Marsha Kerper Bill Szakacs Cindy Wissler Laurel Prior Jeanette Rittman Peter LeBlanc Cecil Brewton Jill Burnett Mindy Jones Jennifer Williams	Curriculum Exec Dir* Secondary Exec Dir* Elementary Exec Dir* Dir. of Federal Prog.* Elementary Exec Dir* Elementary Director* Elementary Director* Dir of Federal Prog* Harding Principal Hiatt Principal Hoyt Principal Callanan Principal McCombs Principal Meredith Principal Weeks Principal Capitol View Principal Lovejoy Principal Monroe Principal Incoming Monroe Prin Edmunds Principal King Principal Carver Principal Incoming Carver Prin Cattell Principal Stowe Principal	District systems support Meeting of all Tier I, II, II principals to discuss talking points with stakeholders and SIG application	February 28, 2014
Holly Crandell Noelle Tichy Carlyn Cox Wilma Gajdel	Curriculum Exec Dir* Sec Teach & Lrn Dir* Elem Teach & Lrn Dir* Dir of Federal Prog*	District systems support Reform initiatives	March 12, 2014
Carlyn Cox Wilma Gajdel	Elem Teach & Lrn Dir* Dir of Federal Prog*	District systems support Reform initiatives	March 20, 2014
Mary Grinstead Wilma Gajdel	Assessment Supervisor* Dir. of Federal Prog.*	District systems support Assessment	March 21, 2014
Holly Crandell Andrew Rasmussen Wilma Gajdel	Curriculum Exec Dir* DMEA President Dir. of Federal Prog.*	Teacher association support for SIG	March 27, 2014
Holly Crandell Wilma Gajdel	Curriculum Exec Dir* Dir. of Federal Prog.*	District systems support Reform initiatives	March 31, 2014
Holly Crandell	Curriculum Exec Dir*	District systems support	April 3, 2014

Wilma Gajdel	Dir. of Federal Prog.*	Reform initiatives	
Kathie Danielson Karla Day Wilma Gajdel	AEA Director AEA SINA Consultant Dir. of Federal Prog.*	AEA support for SIG	April 8, 2014
Holly Crandell Wilma Gajdel	Curriculum Exec Dir* Dir. of Federal Prog.*	District systems support Reform initiatives	April 11, 2014
Carlene Lodemeier Liz Griesel Carlyn Cox Holly Crandell Kathie Danielson	AEA Consultant Literacy Coord.* Elem Teach & Lrn Dir* Curriculum Exec Dir* AEA Director	AEA support for SIG	April 15, 2014
Holly Crandell Susie Tallman Mike Lord Wilma Gajdel	Curriculum Exec Dir* Elem Exec Dir* Elementary Director* Dir of Federal Prog*	District systems support	April 16, 2014
Holly Crandell Susie Tallman Mike Lord Wilma Gajdel	Curriculum Exec Dir* Elem Exec Dir* Elementary Director* Dir of Federal Prog*	District systems support	April 22, 2014
Tom Ahart Thomas Harper Holly Crandell Wilma Gajdel	Superintendent* CFO* Curriculum Exec Dir* Dir of Federal Prog*	District systems support	April 23, 2014
Thomas Ahart Cindy Elsbernd, Chair Bill Howard, Vice Chair Rob X. Barron Connie Boesen Teree Caldwell-Johnson Toussaint Cheatom Pat Sweeney	Superintendent* School Board member School Board member School Board member School Board member School Board member School Board member School Board member	School Board	April 24, 2014
Brad Paul Peter LeBlanc Betsy Yates Sarah Pentek Katie Keyser Jaynette Rittman Dustin Hockman Megan Herrold Cindy Wissler Julia Frey Drystyn Williams Carrie Spoelstra Deanna Klopf Karen Catron Patti Graham Liz Griesel Holly Crandell Karla Day Mike Lord	Dean, King Principal, King Reading Spec., King Instr. Coach, King 4th gr teacher, Edmunds Principal, Edmunds 1st gr teacher, Edmunds 1st gr teacher, Monroe Principal, Monroe Instr. Coach, Monroe 4th gr teacher, Monroe Instr. Coach, Monroe Math Coach, Lovejoy Math Coach, Lovejoy Lit. Coach, Lovejoy Literacy Coord.* Curriculum Exec Dir* AEA Elementary Director*	Planning committee meeting	April 25, 2014

Wilma Gajdel	Dir of Federal Prog*		
Mary Grinstead Wilma Gajdel	Assessment Supervisor* Dir of Federal Prog*	District systems support	April 28, 2014
Karla Day Wilma Gajdel	AEA Dir of Federal Prog*	Coordination with AEA	April 28, 2014
Brad Paul Peter LeBlanc Betsy Yates Sarah Pentek Katie Keyser Jaynette Rittman Dustin Hockman Megan Herrold Laurel Prior-Sweet Julia Frey Drystyn Williams Carrie Spoelstra Deanna Klopf Karen Catron Patti Graham Bill Szakacs Marsha Kerper Stacy Wood Rachel Riley Amanda Gomes Michelle Howe Liz Griesel Holly Crandell Karla Day Mike Lord Susie Tallman Wilma Gajdel	Dean, King Principal, King Reading Spec., King Instr. Coach, King 4th gr teacher, Edmunds Principal, Edmunds 1st gr teacher, Edmunds 1st gr teacher, Monroe Incoming Monroe Prin Instr. Coach, Monroe 4th gr teacher, Monroe Instr. Coach, Monroe Math Coach, Lovejoy Math Coach, Lovejoy Lit. Coach, Lovejoy Lovejoy principal Capitol View principal 5th gr tchr, Capitol View 1st gr tchr, Capitol View Math Coach, Cap View Lit Coach, Cap View Literacy Coord.* Curriculum Exec Dir* AEA Elementary Director* Elementary Exec Dir* Dir of Federal Prog*	Planning committee meeting	April 29, 2014
Karla Day Wilma Gajdel	AEA Dir of Federal Prog*	Coordination with AEA	April 30, 2014
Mike Lord Susan Tallman Wilma Gajdel	Elementary Director* Elementary Exec Dir* Dir of Federal Prog*	District systems support	May 1, 2014
Wilma Gajdel Holly Crandell	Dir of Federal Prog* Curriculum Exec Dir*	District systems support	May 1, 2014
Wilma Gajdel Holly Crandell	Dir of Federal Prog* Curriculum Exec Dir*	District systems support	May 2, 2014
Thomas Ahart Cindy Elsbernd, Chair Bill Howard, Vice Chair Rob X. Barron Connie Boesen Teree Caldwell-Johnson Toussaint Cheatom Pat Sweeney	Superintendent* School Board member School Board member School Board member School Board member School Board member School Board member School Board member	School Board	May 3, 2014
Jeremy Schwennen	Literacy Curr Coord*	District intervention design	May 5, 2014

Noelle Tichy Wilma Gajdel Holly Crandell	Sec Dir Teaching & Lrn* Dir of Federal Prog* Curriculum Exec Dir*		
All staff	Capitol View Lovejoy Monroe Edmunds King	Staff meeting to provide information and secure feedback (survey)	May 7, 2014
All teachers	Capitol View Lovejoy Monroe Edmunds King	Conduct parent survey to provide information and secure feedback	Week of May 5, 2014
Karla Day Wilma Gajdel	AEA Dir of Federal Prog*	Coordination with AEA	May 9, 2014
Karla Day Wilma Gajdel	AEA Dir of Federal Prog*	Coordination with AEA	May 12, 2014
Kevin Oleson Lori Brenno Wilma Gajdel Holly Crandell	Accountant* Grant Writer* Dir of Federal Prog* Curriculum Exec Dir*	Central office budget fina-lization	May 12, 2014

SCHOOL IMPROVEMENT GRANT (SIG) BUDGET

Grant Period 2014-2015 through 2016-2017

Title I

Iowa Department of Education

Grimes State Office Building

400 E 14th Street

Des Moines, IA 50319-0146

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

School District Name: Des Moines Independent Community School District

School Building Name: Capitol View Elementary School

Explanation of budget amendments:

- 1 FTE Technology Lead Teacher, as well as the associated stipend and benefits, were omitted from this budget. The job description for Lead Teacher/Interventionist is amended to reflect desired qualifications including "successful experience implementing blended learning environments in a classroom." An allocation of 2 FTE Lead Teachers reflects the projected allocation when the DMPS Teacher Leadership and Compensation system is approved and implemented. Elimination of this one position will not significantly impact the ability to provide interventions for students or coach teachers.
- Conference Expenses have been decreased from $18,000 to $7,423 per year for 4 staff members to attend Academy for Urban School Leadership conferences. Staff will attend in teams with members from other schools in order to have the opportunity to collaborate and reflect together. This will allow for two teams of teachers to attend each year and continue to provide the opportunity for staff to collaborate, learn, and share information with peers.
- Materials and supplies expenditures have been eliminated from the SIG budget. Schools will have the opportunity to make special requests for SIG-related materials and supplies to the Elementary Director and Director of Federal Programs for review and approval using district funds.

	Year 1 Budget		**Year 2 Budget**	**Year 3 Budget**	**3-Year Total**
Grant Amount	$429,412		$445,910	$296,653	$1,171,975
	Pre-Implementation (expenses occurring spring/summer 2014)	Year 1 - Full Implementation (expenses occurring during first year)			
Personnel Expenses (expenses for salary and benefits)					

Salary					
3 FTE Lead Teacher/ Interventionists: (3 - 1.0 FTE years 1-2; 3 - .5 FTE year 3). Yr1: 54,440 (+4% increase for years 2 and 3)	-	163,320.00	169,853.00	88,323.00	421,496.00
3 FTE Lead Teacher/ Interventionists Stipend Yr1: $5,000 (+4% increase for year 2)	-	15,000.00	15,600.00	-	30,600.00
2 FTE Instructional Coach Stipend Yr1: $5,000 (+4% increase for year 2).	-	10,000.00	10,400.00	-	20,400.00
1 FTE Behavior Strategist Yr1: 54,440 (+4% for years 2 and 3)		54,440.00	56,618.00	58,883.00	169,941.00
Leadership Framework training (extra hours) (6 hours x $26.10/hour x 53 teachers) +4% increase/year	-	8,300.00	8,632.00	8,977.00	25,909.00
Substitute teachers salary ($135/day x 53 teachers x 2 days) +4% increase/year	-	14,310.00	14,882.00	15,477.00	44,669.00
School Leadership Team planning sessions (extra hours) (12 hours x $26.59/hour x 5 teachers) +4% increase/ year	1,566.00	-	1,629.00	1,694.00	4,889.00
Summer School (extra hour) (4 hours/day x $26.10/hour x 12 days x 15 teachers) +4% increase/ year		18,792.00	19,544.00	20,325.00	58,661.00

Benefits (FICA, IPERS, insurance)					
3 FTE Lead Teacher/ Interventionists benefits Yr 1: 48.41% of salary (+4% for years 2 and 3)	-	79,071.00	82,234.00	42,762.00	204,067.00
3 FTE Lead Teacher/ Interventionists Stipend Benefit : 16.58% of stipend +4% increase/ year	-	2,487.00	2,586.00	-	5,073.00
2 Instructional Coach Stipend benefit: 16.58% of stipend +4% increase/ year	-	1,658.00	1,724.00	-	3,382.00
1 FTE Behavior Strategist: 48.41% of salary (+4% for years 2 and 3)	-	26,357.00	27,411.00	28,507.00	82,275.00
Leadership Framework training benefit (6 hours x $4.90/hour x 53 teachers) +4% increase/year	-	1,558.00	1,620.00	1,684.00	4,862.00
Substitute teachers benefit ($22.41/day x 53 teachers x 2 days) +4% increase/year	-	2,376.00	2,471.00	2,570.00	7,417.00
School Leadership Team planning session benefit (12 hours x $4.90/hour x 5 teachers) +4% increase/ year	294.00	-	306.00	318.00	918.00
Summer School benefit	-	3,528.00	3,669.00	3,816.00	11,013.00

(4 hours/day x $4.90/hour x 12 days x 15 teachers) +4% increase/ year					
Expenses (mileage, meals, lodging)	-	-	-	-	-
Professional Services (expenses for external providers)					
Honorarium	-	-	-	-	-
Expenses (mileage, meals, lodging)	-	-	-	-	-
Instructional Materials/Supplies	-	-	-	-	-
Other Expenses (must specify expenses)					
Specify Other Expense:					
Summer School Transportation (3 busses @ $150/day x 10 days) (60 students/bus)	-	4,500.00	4,500.00	4,500.00	13,500.00
Conference Expenses (AUSL Conference/ $18,000/year in years 1-3 for 10 people per year to attend	-	7,423.00	7,423.00	7,423.00	22,269.00
Materials and Supplies: Pre-Implementation: P.D. for Leadership Framework Training; Years 1-3: Books for P.D. for teachers and cohort groups; Books for students to take home for literacy support; Online licenses for remediation; materials to support new climate and culture initiatives (tiered intervention systems for student behavior).	-	-	-	-	-
Family and Community Involvement (development of systems to engage parents/ guardians)	-	5,000.00	5,000.00	4,998.00	14,998.00

Administrative Costs (indirect cost maximum based on indirect cost rate multiplied by salary and benefit expense)					
Allowable Indirect Cost Rate	44.00	9,388.00	9,808.00	6,396.00	25,636.00
Budget Total	$1,904.00	$427,508.00	$445,910.00	$296,653.00	$1,171,975.00