



Title I, Section 1003 Executive Summary

School Improvement

Introduction

The Every Student Succeeds Act (ESSA) became law in December 2015, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. Title I, Section 1003 and related section 1111(d) outlines district requirements to support any school within the district identified in need of either comprehensive support and improvement, or targeted support and improvement, and includes requirements for such identified schools. The goal of this section¹ is to ensure identified schools engage in school improvement efforts that effect significant change in student outcomes. Schools are identified as comprehensive or targeted; districts are not. Districts are required to provide ongoing support for identified schools.

Allocation of funds for this section are distributed between Area Education Agencies (AEAs) for support and improvement services and schools identified as in need of comprehensive and targeted support and improvement. The districts' allocation is based on a state determined formula.

Grant Requirements

In order to comply with Title I, Section 1003 and related section 1111(d), districts are required to:

1. Support schools identified in need of comprehensive support and improvement to develop and implement improvement plans;
2. Support and monitor schools identified in need of targeted support and improvement to develop and implement improvement plans;
3. Align resources, and as appropriate, modify practices and policies in order to enable schools to effectively implement improvement plans;
4. Provide an assurance that comprehensive and targeted support and improvement schools receive the funds as allocated by the State;
5. Use a rigorous review process to recruit, screen, select, and evaluate any outside partners that the district may partner with to provide support to comprehensive or targeted support and improvement schools.

To meet the first three requirements, districts must ensure identified schools meet the requirements as outlined below. Requirements 4 and 5 are met with an assurance.

¹ It is important to note that this section replaces the previous School In Need of Assistance (SINA) and District In Need of Assistance (DINA) process under *No Child Left Behind*.

Comprehensive and Targeted Schools

For each school identified by the SEA as in need of either comprehensive support and improvement, or targeted support and improvement, the district must support schools to engage in the following requirements in Year One of a three- year improvement cycle:

1. **Engage the Building Leadership Team.** School building leadership teams are required to be part of the design, development, and implementation of School Improvement Action Plans. This includes being actively engaged throughout each step (i.e., needs assessment and plan development). Building leadership team membership includes, but is not limited to: principal(s), school leaders, parents, and teachers (e.g., General education, special education, English learners, early childhood, literacy, mathematics and social-emotional-behavior well-being and mental health).
2. **Complete a Consolidated Application, including budget and assurances.** A district must complete the ESSA consolidated application, which will be conducted in the [Consolidated Accountability and Support Application \(CASA\)](#). The department has integrated comprehensive and targeted support and improvement school requirements and documentation into CASA. In order to obtain any Title funds, all schools must complete a consolidated application.
3. **Complete a Needs Assessment.** All schools identified in need of comprehensive or targeted supports must complete a local needs assessment, the results of which are used as the basis for a locally developed school improvement action plan. The local needs assessment must be completed within the school's building leadership team, and includes:
 - a. **Data Review.** As the School Improvement Action Plan must be informed by the indicators used to identify the school in need of comprehensive or targeted support, each identified school must engage in a data review of the ESSA Accountability Index.
 - b. **Self-Assessment of Multi-Tiered System of Supports (SAMi).** Schools are required to engage in a school-level needs assessment. The SAMi is the identified needs assessment for the purpose of ESSA.
 - c. **Resource Review.** Schools are required to identify resource inequities at the school and district level.
4. **Develop and submit a School Improvement Action Plan.** Each identified school must develop and submit a School Improvement Action Plan. The plan must be based on the completed needs assessment [Data Review, SAMi and Resource Review], and include evidence-based interventions. This plan is developed and submitted in CASA.
 - a. For schools identified in need of comprehensive support and improvement, the plan must be approved by the school, district and SEA, and submitted to - and monitored by - the SEA.
 - b. For schools identified in need of targeted support and improvement, the plan must be approved by the school and district, submitted to the SEA, and monitored by the district.
5. **Engage in Technical Assistance.** Schools identified in need of comprehensive support and improvement are required to engage in specific technical assistance; Schools identified in need of targeted support and improvement may engage in specific technical assistance.

In addition, in Years Two and Three of a three-year improvement cycle, the district must support schools to engage in the following requirements:

1. **Review Consolidated Application.** All schools, regardless of designation, must annually review and adjust their consolidated application.
2. **Implement the School Improvement Action Plan.** Schools must implement their developed action plans in years two and three.
3. **Engage in required Technical Assistance.** Schools identified in need of comprehensive support and

improvement are required to engage in specific technical assistance; Schools identified in need of targeted support and improvement may engage in specific technical assistance. Technical assistance in Year Two and Three for comprehensive schools includes but is not limited to the following:

- a. **Monthly action plan data review:** Each school receives a monthly data review focused on implementation and outcome data related to the evidence-based interventions being implemented in the school improvement plan.
- b. **Professional learning support:** Every year a menu of available technical assistance across the state is released from which schools are required to select appropriate training and support.
- c. **District Coach Support:** Ongoing technical assistance on coaching the implementation of evidence-based practices is provided to district coaches.
- d. **Summer Institute:** A summer institute is required with a focus on reviewing outcome and implementation data and reviewing action plan successes and needs.

Finally, any school identified in need of comprehensive support and improvement for more than 3 years will be subsequently identified as a school in need of Extended Comprehensive support and improvement. Any school identified in need of targeted support and improvement for more than 3 years will be subsequently identified as a school in need of Extended Targeted Support and Improvement. Such identified schools will be required to implement a state-approved strategy that aligns with district and building needs. These schools will choose from evidence-based strategies that have been identified by the Department, in collaboration with AEA and LEA partners, and organized under the conceptual areas of *Iowa's Differentiated Accountability and Support System*. Further, the school is required to direct the state's established Teacher Leadership and Compensation (TLC) coaching and professional learning resources toward the successful implementation of those evidence-based strategies.

Allowable Activities

Districts may use section 1003 funds to implement interventions aimed at improving the school, such as but not limited to professional learning. In addition, funds may be used to increase student achievement, such as but not limited to summer school, tutoring opportunities, supplemental instruction, and family and community engagement. Alignment is essential; activities supported with section 1003 funds must be consistent with the School Improvement Action Plan.

As per requirement 1118(b) Title I funds are to be used to supplement, and not supplant, state and local funds. Federal funds are additive and do not take the place of state and local funds in low-income schools.

Next Steps and Additional Guidance

The Department will hold webinars and on-site workshops to assist districts in completing their ESSA applications. For more information on Iowa's ESSA implementation and training schedule, including archived and upcoming webinars, see the [ESSA School Improvement Timeline](#).

For additional Title I, Part A 1003 guidance, see the Department's Every Student Succeeds Act webpage or contact Stacie Stokes, Title I School Improvement Consultant, at stacie.stokes@iowa.gov