

Title I, Section 1003 – School Improvement Application Content

Consolidated Application for Federal Title Programs

Introduction

The document outlines the content of the Title I, Section 1003, School Improvement application in the Consolidated Accountability and Support Application's (CASA) Consolidated Application. The application consists of three required components: program assurances, program questions, and a program budget. For guidance, visit the Department's [Every Student Succeeds Act \(ESSA\) Guidance and Allocations webpage](#) or contact Stacie Stokes at stacie.stokes@iowa.gov.

Program Assurances (ESEA § 1112; 20 U.S.C. 6312)

Area Education Agency (AEA)

1. The area education agency assures each school it proposes to serve will receive all of the state and local funds it would have received in the absence of funds received under this section.

Local Education Agency (LEA)

1. The local education agency assures each school it proposes to serve will receive all of the state and local funds it would have received in the absence of funds received under this section.

Program Questions (ESEA § 1112; 20 U.S.C. 6312)

Area Education Agency (AEA)

1. How will the area education agency (AEA) support schools to develop and implement targeted/extended targeted and/or comprehensive/extended comprehensive action plans? (Check all that apply)
 - Assign AEA staff to support action plan development.
 - Assign AEA staff to provide common professional development based on the results of the school's ESSA Resource Allocation Review, Iowa School Performance Profile (ISPP) Data Review, and needs assessment.
 - Other (Limited to 150 characters)
2. How will the area education agency (AEA) align other federal, state, and local resources to carry out the activities supported with targeted/extended targeted and/or comprehensive/extended comprehensive funds? (Check all that apply)
 - Examine the number of students identified as English learners, Gifted and Talented, at-risk, in need of special education, migratory, and homeless to determine if adequate resources and properly licensed teachers are available to meet their needs.

- Assess categorical funding to determine proper utilization as determined by student counts.
- Other (Limited to 150 characters)

Local Education Agency (LEA)

1. In which ways will the local education agency support schools to develop and implement targeted/extended targeted and/or comprehensive/extended comprehensive action plans? (Check all that apply)
 - Assign one or more district leadership personnel to the school leadership team as an active member.
 - Provide common professional development around evidence-based practices based on the results of school ESSA Resource Allocation Review, ISPP Data Review, and needs assessment.
 - Use the Teacher Leadership and Compensation structure to support schools in the work (Note: This is required for any school designated as Extended Comprehensive).
 - Other (Limited to 150 characters)
2. In which ways will the local education agency (LEA) carry out its responsibilities regarding external partners for targeted/extended targeted and/or comprehensive/extended comprehensive schools? (Check all that apply)
 - Write, use, and document procedure/policy to recruit, screen, and select external partners.
 - Monitor alignment of the external partners with existing LEA services or initiatives.
 - Evaluate external partners on a yearly basis, including feedback regarding required changes to meet LEA expectations and/or termination of services.
 - Other (Limited to 150 characters)
3. How will the Local Education Agency (LEA) align other Federal, State, and local resources to carry out the activities supported with targeted/extended targeted and/or comprehensive/extended comprehensive funds? (Check all that apply)
 - Review instructional hours and adjust as necessary.
 - Review staff licensure (properly endorsed, expired licenses, inexperienced teachers, conditional licensure, etc) and make assignment adjustments as necessary.
 - Examine the number of students identified as English Learners, Gifted and Talented, at-risk, special education, migrant, and homeless to determine if adequate resources and properly licensed teachers are available to meet their needs.
 - Assess categorical funding to determine proper utilization as determined by student counts.
 - Other (Limited to 150 characters)
4. In which ways will the LEA carry out its responsibilities regarding operational flexibility for targeted/extended targeted and/or comprehensive/extended comprehensive schools? (Check all that apply)
 - Flexibility with staffing and/or hiring.
 - Flexibility with scheduling and/or start and end times.
 - Flexibility with budgeting to align funding with identified documented needs,
 - Other (Limited to 150 characters)
5. In which ways will the LEA monitor targeted/extended targeted schools in implementing their three-year action plans? (Check all that apply)
 - District does not have targeted/extended targeted buildings.

- Assign one or more district leadership personnel to meet regularly with the targeted/extended targeted school to review the action plan, expenditures, progress and results.
- Use the ESSA district monitoring review to determine action plan progress, expenditures and results on a regular basis.
- Other (Limited to 150 characters)

Program Budget (ESEA § 1114; 20 U.S.C. 6314)

Provide budget detail using the line items that correlate with the allowable activities outlined in code. Please note that the use of “Other” for a line item or an object code requires an explanation.

Allowable Activities

- Attend local professional learning related to school improvement.
- Attend regional professional development for universal tier or supplemental/intensive tiers.
- Improve alignment of curriculum, instruction, and assessment.
- Implement evidence-based practices and/or interventions for individual students or student groups.
- Implement technically adequate universal screening and/or progress monitoring assessments.
- Implement standards-aligned, evidence-based instructional material.
- Other