

## eGrant Management System

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Applicant: 1102 Laramie #2

Application: 2011-2012 1003g School Improvement - ARRA - A0 - 1003g

Cycle: Amendment 1

Date Generated: 12/16/2011 12:27:01 PM

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**PURPOSE AND ELIGIBILITY**

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**Purpose:** School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring 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 their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the [Federal Register](#) in January 2010 (final requirements, attached as Appendix C), school improvement funds are to be focused on each States Tier I and Tier II schools. Tier I schools are a States persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the States other Tier I schools. Tier II schools are a States persistently-lowest achieving secondary schools (attached as Appendix A) that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the States other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools (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.

**Eligibility:** Eligibility for these funds will be based on the Tiered list developed from the WDE's Persistently Lowest-Achieving Schools definition. That list is housed on the WDE website and attached as Appendix C to this application.

The criteria is defined under the WDE's Persistently Lowest-Achieving Schools definition, see Appendix A for that definition.

**Legislation:** [American Recovery and Reinvestment Act of 2009](#)  
[Public Law 107-110, the No Child Left Behind Act of 2001](#)

**Guidance:** [LEA and School Improvement](#)  
[1003\(g\) Guidance on School Improvement Grants](#)

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**SCHOOL INTERVENTION MODELS**

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As stated in the purpose of this grant, Tier I and II schools must implement, fully and effectively, the required activities of one (1) of the following USED School Intervention Models:

- Closure Model Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.
- Restart Model Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- Transformation Model Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.
- Turnaround Model Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
- General The definition and requirements are further defined in the attached final requirements (Appendix C) under section I, A, 2

Tier III schools are also required to select one of these intervention models, but may modify the requirements to suit the needs of the schools. If modified, the LEA/School will need to describe the modifications and the reasoning behind the changes.

In planning for which School Intervention Model a LEA/School will implement, the LEA/School will first need to work through the questions found in Appendix D of this application.

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**APPLICATION PROCEDURES AND SUBMISSION**

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**Application Procedure** A separate grant application must be submitted by the district for each school applying for Title I 1003 g School Improvement Funds. A comprehensive needs assessment must be conducted by the LEA/School applying for this grant. All data utilized will need to be submitted and in a format that is readable and understandable by WDE Grant Reviewers. Data should be submitted in easy to read tables, either in Word or Excel. Narratives explaining the data and the conclusions reached. If possible, charts and graphs should be used.

All sections must be completed - only exception is that an LEA/School will only need to fill out the Intervention/Action Plan for the School Intervention Model the LEA/School has selected.

Deadline for submission will be 5:00 p.m. M.T., September 30, 2011. This application will be submitted electronically via the WDE Grants Management System (GMS). Please contact the GMS Coordinator, Randall Butt, at 307-777-8739 to request access and establish login credentials for this grant application.

Please direct questions concerning this grant to:

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**SELECTION AND PRIORITIZATION**

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Review Criteria	Please see Appendix E for the rubric used for the evaluation of this grant.
Selection Process	A review panel comprised of WDE staff will review all applications to verify that all required items are addressed and that the requested allocation is appropriate. WDE will make the final decisions concerning appropriate expenditures and budgets. Please note that submission of a grant application is not a guarantee that an LEA will receive a grant award.
Prioritization	<p>Submission of a grant is not a guarantee that a LEA will receive an award funding is limited and the amounts LEAs may request per year are significant, so the WDE may have to prioritize what grants get funded.</p> <p>Priority funding will be given first to Tier I schools and then to Tier II schools. If further priority ranking is still needed, priority will be given to those schools that were identified for Tier I or Tier II based on their graduation rates. If further prioritization is needed, it will be based on the ranking of the schools within each Tiered list (Appendix B of this application).</p> <p>Priority funding will first be given to Tier III schools who are fully implementing all the required activities for one of the School Intervention Models as outlined by the final requirements. After that, priority will be given to those Title I schools in improvement, corrective action, or restructuring status that were not identified in Tier I. Lastly, priority will be based on the ranking of the remaining Title I and Title I eligible schools within the Tier III list (Appendix B of this application).</p>

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PROJECT PERIOD AND AWARD OF GRANTS

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The Title I School Improvement grants will be awarded for a period of three (3) years starting on July 1, 2011 and ending June 30, 2014 (assuming the USED approves the waiver request to extend the period of availability of these funds beyond September 30, 2011). An extension to September 30, 2014 may be requested during the last year of the grant period, but a detailed reasoning must be given as to why these funds should be extended to that date. All funds must be drawn. If any funds are not encumbered by June 30, 2014, the LEA will revert any unencumbered funds to the WDE for reallocation unless the LEA has requested an extension to September 30, 2014. All encumbered funds must be drawn down and spent by December 31, 2014.

Grant amounts will not be less than \$50,000 or more than \$2 million per year for each participating school.

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**SCHOOL IMPROVEMENT PROGRAM FUNDS (SUPPLEMENT-NOT SUPPLANT)**

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Because these School Improvement funds will be used as a Schoolwide Title I program, the participating school is not required to select and provide supplemental services to specific children identified as in need of services. A school operating a schoolwide program does not have to: (1) show that Federal funds used with the school are paying for additional services that would not otherwise be provided; (2) demonstrate that Federal funds are used only for specific target populations; or (3) separately track Federal program funds once they reach the school. A schoolwide program school, however, must use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. [Section1114(a)(2)]

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**EVALUATION OVERVIEW**

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LEAs will be required to revise and update their grant application each year by June 30 during the Grant Renewal. At that time, the LEA/School will update the current application, strategies, timelines, and budgets. The LEA/School will also be required to upload data and analysis to support whether or not the school has met their goals and/or making progress on their leading indicators. A section will also be built into the application to capture and report required data for the USED as outlined by the final requirements (see Appendix C of this application).

Because PAWS data is not available until July, the LEA will be required to select an additional indicator to measure student achievement. This data should be from a source that is available so the LEA can submit that data by June 30. LEAs will be asked to submit PAWS data and analysis by October 1.

If the LEA has not completed the necessary updates, data reviews, and reporting, the LEA/School will not be able to request funds from this grant until those requirements have been met. Likewise, if PAWS data has not been uploaded and analyzed by October 1, the LEA/School will not be able to request funds until that data has been submitted.

Data will be reviewed by an independent reviewer hired by the WDE and evaluated as to whether or not the school has met their goals and/or is making progress on their leading indicators. For consistency, WDE plans to continue to use the grant evaluator hired for the first cohort of schools as the evaluator for the duration of the grant cycle for this cohort (second cohort with grant cycle from 2011-2012 through 2013-2014). Initial approval to continue with the grant will be given by the reviewer, with the assumption that PAWS data will be uploaded by October 1. The reviewer also can request any clarifications on the data submitted at this time. Upon review of all the data, the reviewer will report their findings to the WDE and give a recommendation as to whether to renew the grant, give conditional approval for an additional year based on meeting goals and/or making progress, or cancel the grant based on the LEA/School not meeting their goals and making progress, or for not fully and efficiently implementing the grant as is written.

GRANT EVALUATION RUBRIC

COMPREHENSIVE NEEDS ASSESSMENT

1. The school presents data from the listed sources (administrators, teachers, students, and parents).

Acceptable		Not Acceptable	
The needs are based on data collected from a variety of sources (administrators, teachers, students, and parents) with tables included.			
€	3 points - All of the listed sources are included in identifying the needs, and data are presented.	€	2 points - Three of the listed sources are included in identifying the needs, and data are presented.
€		€	1 point - Two of the listed sources are included in identifying the needs, and data are presented.
€		€	0 points - Data were collected from a single source, or source information is not presented.
Rationale/Comments:			

2. Data are based on an adequate sampling of individuals and groups.

- \* All sampling parameters must receive an Acceptable rating.
- \* If a Parent Focus Group is used in place of Parent Questionnaires, as long as this focus group meets minimal sample size, then the Parent parameter receives a rating of 'b'.
- \* Sample Frame: Focus Groups - Parents (Table 8)
- \* Minimum: 1 group of 6 participants
- \* Minimum: 3 groups of 8 participants (i.e., Grades K-5; Grades 6-8; Grades 9-12)

Acceptable		Not Acceptable	
The perceptual and observational needs assessment data are used based on an adequate sample of individuals and groups. (See Sampling Parameters for Acceptable values.)			
€	3 points - All of the samples sizes are acceptable.	€	2 points - All of the sample sizes are acceptable, except Parent Questionnaires which were replaced with Parent Focus Groups.
€		€	1 point - Some sample sizes are acceptable.
€		€	0 points - No sample size data were evident.
Rationale/Comments:			

3. Multiple data sources are present

- \* Cognitive Data (Student Performance): PAWS data (see embedded template for this data), MAP data, and data from another rigorous LEA-based assessment are included.
- \* Preferably, most current detailed data with examination of specific areas of weaknesses and a comparison to previous years' data (example 3 years).
- \* Cognitive data may also include:
  - \* Classroom and Unit Assessment
  - \* IEP Data Progress Reports
- \* Attitudinal Data: For an acceptable rating, questionnaires and faculty needs assessment, including summaries, must be presented.
- \* Behavioral Data:
  - \* A classroom observations summary must be presented for this item to be acceptable.
- \* At least one of the following items should be included: summary of attendance, graduation, dropout and/or information on suspensions and expulsions.
- \* Archival Data: Report cards (Parent and Principal), accountability reports (detailed and Subgroup component).

Acceptable		Not Acceptable	
The needs assessment must incorporate these four types of data: cognitive (student performance), attitudinal, behavioral, and archival.			
€	3 points - Student and school level data are provided from all four of the listed types of data, and data are presented.	€	2 points - Student and school level data are provided from three of the listed types of data, and data are presented.
€		€	1 point - Student and school level data are provided from two of the listed types of data, and data are presented.
€		€	0 points - Student and school level data are provided from a single type, or no data are presented.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

COMPREHENSIVE NEEDS ASSESSMENT

4. Data are accurately interpreted to identify strengths and weaknesses.

\* Is the information presented an accurate reflection of the data? Has the school missed pertinent information?

\* The STRENGTHS should be derived from the strengths in the Accountability Data. Review all summary sheets to determine the strengths.

\* The WEAKNESSES should be derived from the weaknesses in the Accountability Data. Analyze the Reports, Summaries, Subgroup Percent Proficient, DRA, DIBELS, PAWS, PAWS Ait MAP, LEA Assessments (DRA, DIBELS, etc...), attendance, graduation and dropout rates to determine the weaknesses.

Acceptable		Not Acceptable	
The needs assessment data are accurately interpreted to identify strengths and weaknesses.			
€	3 points - All of the strengths and weaknesses are based on an accurate interpretation of the data.	€	2 points - Most of the strengths and weaknesses are based on an accurate interpretation of the data.
€		€	1 point - Few of the strengths and weaknesses are based on an accurate interpretation of the data.
€		€	0 points - Strengths or weaknesses are not based on an accurate interpretation of the data.
Rationale/Comments:			

5. Contributing factors relate to the strengths and weaknesses.

\* The contributing factors must be listed.

\* Look for things that are most directly related to student learning and that the school has the most control over (not parental involvement, but something like the 'Taught' Curriculum).

\* May have multiple factors for one strength/weakness. For example, if the weakness is in the reading comprehension, possible contributing factors may be:

(a) Teacher's lack of effective instructional strategies, such as High Order Thinking Skills.

(b) Lack of effective alignment of taught curriculum to standards and Grade Level Expectations.

(c) Lack of effective instructional leadership.

(d) Lack of effective time management, a schoolwide positive behavior support system, and/or an attendance policy.

(e) Failure to implement effective accommodations and modifications.

Acceptable		Not Acceptable	
The contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.			
€	3 points - All contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.	€	2 points - Most contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.
€		€	1 point - Few contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.
€		€	0 points - Contributing factors are not related to the strengths and weaknesses are based on an accurate interpretation of the data.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

INTERVENTION MODELS

1. Selected Intervention Model (if correctly implemented) directly and positively influence the contributing factors to the weaknesses found.  
 \* If the contributing factors are not identified, this item is to be rated not acceptable.

Acceptable		Not Acceptable	
Interventions directly address contributing factors of strengths and weaknesses.			
€	2 points - Intervention directly addresses contributing factors of strengths and weaknesses.	€	0 points - Intervention does not address contributing factors of strengths and weaknesses.
Rationale/Comments:			

2. Interventions are implemented with available or obtainable fiscal and human resources.

Acceptable		Not Acceptable	
Interventions can be implemented with available or obtainable fiscal and human resources.			
€	2 points - Intervention can be implemented with available or obtainable resources.	€	0 points - The intervention can't be implemented with available or obtainable resources.
Rationale/Comments:			

INTERVENTION MODELS - REQUIRED ELEMENTS (Tier I and II Schools Only)

€ NOT APPLICABLE - Tier III School

1. All Required elements are present.

Acceptable		Not Acceptable	
All required elements as outlined in the final requirements are present for the Intervention Model selected.			
€	2 points - All required elements are present.	€	0 points - One or more required elements are missing.
Rationale/Comments:			

2. If applicable, the LEA has a rigorous review process to select a CSO, CMO, or EMO.

€ NOT APPLICABLE

- \* The LEA has provided detail as to how they will contact and recruit providers.
- \* The LEA has provided enough detail to show how they will conduct a rigorous review process of all providers.
- \* The LEA has taken into consideration an applicant's team, track record, instructional program, model's theory of action and sustainability.

Acceptable		Not Acceptable	
All required elements as outline in the final requirements are present for the Intervention Model selected.			
€	2 Points - LEA has a rigorous review process in place.	€	0 Points - LEA does not have a rigorous review process in place.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

ACTION PLAN - ACTIVITIES

1. The Action Plan activities are written in a logical, sequential order.

Acceptable		Not Acceptable	
The action plan has a logical sequence of events to reach Desired Outcomes.			
€	3 points - All of the events are in logical order.	€	2 points - Most of the events are in logical order.
€		€	1 point - Few of the events are in logical order.
€		€	0 points - None of the events are in logical order.
Rationale/Comments:			

2. The action plan lists the person(s) responsible for the activities.

- \* Administrators, teachers, and others share in responsibility.
- \* Position titles of the responsible person(s) must be listed.

Acceptable		Not Acceptable	
The action plan clearly identifies who will be responsible for implementing the activity.			
€	3 points - All activities clearly indicate which staff and/or administrators will be responsible for implementing the activity.	€	2 points - Most activities clearly state which staff and/or administrators will be responsible.
€		€	1 point - Few activities clearly state who will be responsible, or only one person is responsible for all activities.
€		€	0 points - There is no link between the goals and student learning and the directions for school improvement.
Rationale/Comments:			

3. Activities are clearly described.

- \* Describe what and how the actual activity will be performed by the staff, not a random list. Integrate such areas as literacy and numeracy, professional development, transition, family and community involvement, behavior, and technology.

Acceptable		Not Acceptable	
The action plan clearly states how each activity will be performed.			
€	3 points - It is evident how each activity will be performed.	€	2 points - It is evident how most activities will be performed.
€		€	1 point - There is little evidence of how the activities will be performed.
€		€	0 points - There is no evidence of how the activities will be performed.
Rationale/Comments:			

4. Timelines and dates for activities are specific.

- \* Broad timelines, such as 'August through May', are not sufficient. Use more specific terms, such as monthly, bimonthly, every 2nd Tuesday of the month, weekly, etc.

Acceptable		Not Acceptable	
A responsible timeline is assigned to each activity.			
€	3 Points - All activities include specific dates.	€	2 Points - Most activities include specific dates.
€		€	1 Point - Few activities include specific dates.
€		€	0 Points - None of the activities include specific dates.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

ACTION PLAN - PROFESSIONAL DEVELOPMENT

Professional Development is NOT APPLICABLE for the intervention selected (Closure or Restart Model)

- Professional Development activities describe the purpose, type and who will be involved.
  - \* All personnel (teachers, administrators, counselors, paraprofessionals, and other staff) should be included in appropriate Professional Development opportunities. The use of 'instructional staff' or 'faculty' in the description is too general to determine which groups of personnel are represented.
  - \* Personnel must be identified by subgroups (teachers, administrators, counselors, paraprofessionals, support staff, etc).

Acceptable		Not Acceptable	
Professional Development identifies the purpose of the activities, how the activities will take place, and who will be involved.			
<input type="checkbox"/> 3 points - Purpose, procedures, and participants are specified for all activities.	<input type="checkbox"/> 2 points - Purpose, procedures, and participants are specified for most activities.	<input type="checkbox"/> 1 point - Purpose, procedures, and participants are specified for few activities.	<input type="checkbox"/> 0 points - Purpose, procedures, and participants are specified for none of the activities.
Rationale/Comments:			

- Job-embedded Professional Development provides teachers time to consult together about common instructional problems, engage in joint curriculum planning, share knowledge, observe skills, conduct action research, coach one another, and obtain new ideas and approaches from colleagues during the course of the work day.

- Job-embedded Professional Development has three major attributes:
- \* Relevance - Time is created for the PD to occur as part of the normal work routine.
  - \* Feedback - Sustained support and attention through mentoring, dialog, and study groups.
  - \* Transfer of Practice - Self-reflection, action, research, peer coaching or observations, and group problem solving.

Acceptable		Not Acceptable	
Professional Development is job-embedded and occurs at least monthly.			
<input type="checkbox"/> 3 points - Weekly/Bi-weekly job-embedded professional development activities are presented.	<input type="checkbox"/> 2 points - At least monthly job-embedded professional development activities are presented.	<input type="checkbox"/> 1 point - Professional development activities on a monthly basis are presented, but they are not job-embedded.	<input type="checkbox"/> 0 points - Professional development activities are not frequent or job-embedded.
Rationale/Comments:			

- Follow-up and support are scheduled activities.
  - \* Look for follow-up and support in the activities and formative evaluation columns with an adequate description.
  - \* Example of follow-up/support: Trainers scheduled to return after initial training to provide additional assistance in implementation; principal, instructional coaches, or Distinguished Educator modeling lessons, practice with feedback, mentoring, videotape analysis, and study groups.

Acceptable		Not Acceptable	
Follow-up/support is an actual scheduled activity and is consistent.			
<input type="checkbox"/> 3 points - All activities include scheduled follow-up/support.	<input type="checkbox"/> 2 points - At least 75% of the activities include scheduled follow-up/support.	<input type="checkbox"/> 1 point - Less than 75% of the activities include scheduled follow-up/support.	<input type="checkbox"/> 0 points - Activities do not include scheduled follow-up/support.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

ACTION PLAN - FAMILY AND COMMUNITY INVOLVEMENT

Family and Community Involvement is NOT APPLICABLE for the intervention selected (Closure or Restart Model)

1. Family and community involvement activities are clearly linked to the objectives through the strategies.

Acceptable		Not Acceptable	
Family involvement activities are clearly linked to the identified objectives.			
<input type="checkbox"/> 3 points - All activities are clearly linked to the identified objectives.	<input type="checkbox"/> 2 points - At least 75% of activities are clearly linked to the identified objectives.	<input type="checkbox"/> 1 point - At least 50% of activities are clearly linked to the identified objectives.	<input type="checkbox"/> 0 points - Activities are not clearly linked to the identified objectives.
Rationale/Comments:			

2. Activities pertaining to content/training involve family members.

\* Are a sufficient number of content/training activities included to involve family members in student learning daily or weekly, or only one time a semester?

Acceptable		Not Acceptable	
Activities that encourage family members to participate in student learning are included.			
<input type="checkbox"/> 3 points - Monthly activities that encourage family members to participate in student learning are included.	<input type="checkbox"/> 2 points - Quarterly activities that encourage family members to participate in student learning are included.	<input type="checkbox"/> 1 point - Activities once a semester that encourage family members to participate in student learning are included.	<input type="checkbox"/> 0 points - No activities encourage family members to participate in student learning.
Rationale/Comments:			

ACTION PLAN - MODIFYING POLICIES AND PRACTICES

Modifying Policies and Practices is NOT APPLICABLE for the intervention selected (Closure or Restart Model)

1. The school is committed to modifying existing practices and policies so interventions can be fully and effectively implemented.

\* Are the activities selected new and innovative, or are the practices and activities that are already occurring applicable activities?

\* School is clearly moving to reform existing policy and practices.

Acceptable		Not Acceptable	
The school is committed to modifying existing practices and policies so interventions can be fully and effectively implemented.			
<input type="checkbox"/> 3 points - Activities are new and innovative; school is moving to reform the school.	<input type="checkbox"/> 2 points - Most activities are new and innovative; school is moving to reform the school.	<input type="checkbox"/> 1 point - Few activities are new and innovative; school is moving to reform the school.	<input type="checkbox"/> 0 points - Activities are not new and innovative; school is not moving to reform the school.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

ACTION PLAN - FUNDING

1. Monetary resources are allocated and aligned to reach identified objectives.

- \* Is funding provided for all applicable activities? Details in the action plan should indicate how expenses are to be utilized.
- \* Are the monies being allocated to school improvement?
- \* Are the monetary resources allocated to the strategies sufficient to make a difference?

Acceptable		Not Acceptable	
Monetary resources are allocated in a manner that will facilitate achieving the identified objectives.			
€	3 points - Monetary resources are clearly targeted to reach the identified objectives.	€	2 points - Most monetary resources are clearly targeted to reach the identified objectives.
€		€	1 point - Few monetary resources are clearly targeted to reach the identified objectives.
€		€	0 points - Monetary resources are not targeted to reach the identified objectives.
Rationale/Comments:			

2. Sufficient time is allocated to achieve the objectives.

- \* Determine if time is allocated for professional development (i.e., common planning periods, extended school day for professional development, etc.)
- \* Identify any changes made to improve time on task (i.e., change of school day schedule, classroom management issues, etc.)

Acceptable		Not Acceptable	
Time is allocated in a manner that will facilitate achieving the objectives.			
€	3 points - Time allocations are clearly targeted to reach the identified objectives.	€	2 points - Most time allocations are targeted to reach the identified objectives.
€		€	1 point - Few time allocations are targeted to reach the identified objectives.
€		€	0 points - Time allocations are not targeted to reach the identified objectives.
Rationale/Comments:			

3. Human resources are allocated to include a variety of people responsible for the activities.

- \* Share responsibility among teachers, principals, counselors, and parents.
- \* Utilize internal and external human resources.
- \* Use teaching staff for coaching and mentoring.
- \* Collaborate with the state and community personnel and agencies.

Acceptable		Not Acceptable	
Human resources are allocated in a manner that will facilitate the objectives.			
€	3 points - Human resources are clearly targeted to reach the identified objectives.	€	2 points - Most human resources are clearly targeted to reach the identified objectives.
€		€	1 point - Few human resources are clearly targeted to reach the identified objectives.
€		€	0 points - Human resources are not clearly targeted to reach the identified objectives.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

PROCEDURES FOR EVALUATING INDICATORS OF IMPLEMENTATION

1. The formative (short term) evaluation procedures to monitor and assess the indicators of implementation for all strategies include at least three of the four of the following criteria:

- (a) What data instrument will be used to collect information and what kind of feedback will be given?
- (b) What will be measured or assessed, and how will this information be used?
- (c) Who will conduct the evaluation?
- (d) How often (frequency)?

\* In order for sign-in sheets and workshop evaluations to be acceptable, a description of how they will be used to access the effectiveness and implementation of the activity must be presented.

\* These evaluation procedures provide documentation of degree of implementation.

\* These evaluation procedures will provide information to determine if the activities are actually implemented in the classroom.

Example:

Classroom observations conducted by the principal and the staff developer will assess the degree of implementation of Higher Order Thinking Skills each quarter and will include feedback, follow-up and support.

Acceptable		Not Acceptable	
Procedures are provided to monitor and assess the indicators of implementation for all strategies set forth in the action plan.			
€	3 points - Clear procedures are provided and assess the level of implementation of indicators for all strategies.	€	2 points - Clear procedures are provided and assess the level of implementation of indicators for most strategies.
€		€	1 point - Unclear procedures are provided and assess the level of implementation of few activities, or some procedures are unclear.
€		€	0 points - Clear procedures are not provided to evaluate the implementation of indicators for strategies.
Rationale/Comments:			

2. The summative (long-term) evaluation procedures seek to determine if the goals and objectives have been attained.

\* Will the summative evaluation adequately convey if the school is improving?

\* The summative evaluation should include the applicable testing instruments with descriptions of how they will be used to determine if the goals and objectives are attained.

\* This evaluation should include a comparison and/or analysis test data but may also include other types of assessment and/or qualitative data.

Acceptable		Not Acceptable	
Valid procedures are provided to examine the degree to which the identified goals and objectives have been attained.			
€	3 points - Valid procedures are provided to examine the degree to which the goals and objectives have been attained.	€	2 points - Procedures are presented to determine whether the goals and objectives have been attained.
€		€	1 point - Vague or incomplete procedures are presented to determine whether the goals and objectives have been attained.
€		€	0 points - Valid procedures are not presented to determine whether the goals and objectives have been attained.
Rationale/Comments:			

IMPLEMENTATION INDICATOR (GOALS)

1. Goals are directly linked to student learning.

\* Look at the overall clarity and presentation of the goals.

\* If goals are accomplished, will the school improve academically?

Acceptable		Not Acceptable	
The goals are linked to student learning and clearly state the direction of school improvement.			
€	3 points - The goals are clearly linked to student learning and state the direction for school improvement.	€	2 points - The goals are linked to student learning and state the direction for school improvement in a relatively clear manner.
€		€	1 point - The link between the goals and student learning and school improvement is unclear or weak.
€		€	0 points - There is no link between the goals and student learning and the directions for school improvement.
Rationale/Comments:			

2. Goals address the weaknesses with top priority being in Academic Achievement.

\* The goals should be derived from data from the following sources: PAWS, MAP, Attendance and/or Dropout Graduation Rate, DRA, DIBELS, Pre-K/Kindergarten Screening Tests, or other standardized teacher - made unit assessments.

\* Should limit goals to one (1) or two (2).

\* Exception: If the goals are stated in measureable terms, they must use accurate measures to receive a rating no higher than a 'b'.

Acceptable		Not Acceptable	
The goals accurately address the schools weaknesses in Academic Achievement.			
€	3 Points - All weaknesses are clearly addressed.	€	2 Points - Most weaknesses are addressed.
€		€	1 Point - It indirectly refers to learning for all students.
€		€	0 Points - It does not directly or indirectly refer to learning for all students.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

DESIRED OUTCOMES (OBJECTIVES)

1. Objectives presented are accurate and verifiable in relation to growth.

Acceptable		Not Acceptable	
The objectives have measureable (verifiable) outcomes.			
€	3 points - All of the objectives can be verified/measured.	€	2 points - Most of the objectives can be verified/measured.
€		€	1 point - Few of the objectives can be verified/measured.
€		€	0 points - None of the objectives can be verified/measured.
Rationale/Comments:			

2. Each objective is clearly linked to a specified goal.

Acceptable		Not Acceptable	
Each objective is clearly linked to a specified goal and clearly states the direction of school improvement.			
€	3 points - All of the samples sizes are acceptable.	€	2 points - All of the sample sizes are acceptable, except Parent Questionnaires which were replaced with Parent Focus Groups.
€		€	1 point - Some sample sizes are acceptable.
€		€	0 points - No sample size data were evident.
Rationale/Comments:			

BUDGET

3. Budget is set, matched to expenditures, sufficient for all activities associated with the intervention model selected, and is for the whole life of the grant cycle.

Acceptable		Not Acceptable	
Budget accurate and fiscally responsible.			
€	3 points - All expenditures are adequately described, allowable, and aligned with the project goals and objectives over the whole grant cycle.	€	2 points - Most expenditures are adequately described, allowable, and aligned with the project goals and objectives over the whole grant cycle.
€		€	1 point - Most expenditures are adequately described, allowable, and aligned with the project goals and objectives.
€		€	0 points - There is little or no alignment of the expenditures with the project activities.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

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Funding or Impact Study

Funding or Impact Study is NOT APPLICABLE for the intervention selected (Closure)

1. Timeline for Funding or Impact Study will be completed with sufficient time prior to the end of grant funds to allow for continuation of the intervention and activities implemented.

Acceptable		Not Acceptable	
Funding or Impact Study can be completed with sufficient time to allow for continuation of intervention and activities implemented.			
<input type="checkbox"/>	2 points - Study can be completed with sufficient time.	<input type="checkbox"/>	0 points - The Study can't be completed with sufficient time.
Rationale/Comments:			

2. Funding or impact study is to be implemented with available or obtainable fiscal and human resources.

Acceptable		Not Acceptable	
Funding or Impact study can be implemented with available or obtainable fiscal and human resources.			
<input type="checkbox"/>	2 Points - Study can be implemented with available or obtainable resources.	<input type="checkbox"/>	0 Points - The Study can't be implemented with available or obtainable resources.
Rationale/Comments:			

LEA and SCHOOL INFORMATION

A. LEA Information

LEA Name*:	NCES ID Number*:	
<input type="text" value="Laramie County School District #2"/>	<input type="text" value="5604120"/>	
Name and Title of LEA Contact for Grant Application:		
Last Name*:	First Name*:	Middle Initial
<input type="text" value="Cozort"/>	<input type="text" value="Jack"/>	<input type="checkbox"/>
Address1*:	Telephone Number*:	
<input type="text" value="311 East 8th Street"/>	<input type="text" value="307"/> <input type="text" value="245"/> <input type="text" value="4051"/>	
Address2:		
<input type="text" value="P.O. Box 489"/>		
City*:	Zip* +4	
<input type="text" value="Pine Bluffs"/>	<input type="text" value="82082"/> <input type="text" value="0489"/>	
Email Address*:		
<input type="text" value="jcozort@mail.lrm2.k12.wy.us"/>		

B. School Information

School Name*:	NCES ID Number*:	
<input type="text" value="Pine Bluffs Junior/Senior High School"/>	<input type="text" value="560412000210"/>	
School Principal - Last Name*:	First Name*:	Middle Initial
<input type="text" value="Sweeter"/>	<input type="text" value="Todd"/>	<input type="checkbox"/>
Address1*:	Telephone Number*:	
<input type="text" value="512 Maple Street"/>	<input type="text" value="307"/> <input type="text" value="245"/> <input type="text" value="4001"/>	
Address2:		
<input type="text" value="P.O. Box 520"/>		
City*:	Zip* +4	
<input type="text" value="Pine Bluffs"/>	<input type="text" value="82082"/> <input type="text" value="0520"/>	
Email Address*:		
<input type="text" value="tsweeter@mail.lrm2.k12.wy.us"/>		
Grade Span*:	Poverty Rate*:	Current Graduation Rate*:
<input type="text" value="7-12"/>	<input type="text" value="32"/>	<input type="text" value="86.36"/>

Title I Status

- Title I Schoolwide School
- Title I Targeted Assistance School
- Title I Eligible School (please describe how you are eligible)

As indicated on Fusion Reports this is a Title 1 school. LEA's with an enrollment of less than 1,000 students is not required to rank its schools receiving Title 1 assistance however, schools in the LEA are eligilbe for Title I services. Because the LEA is less than 1,000 students the decision was made to support individual students at the elementary level, specifically those students that score below the 40th%tile on approved assessment measures. In addition the feeder pattern from the elementary schools show a comparable chance that this school would qualify for low social economic status if all student reported the same. The school is just below the "35 percent rule" for designation as a Title I school. The efforts to support the elementary school students have been noted with state and national recognition and success.

School Improvement Status:

- N/A Made AYP
- Warning Year - missed AYP, but not yet on School Improvement
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6 and higher

Tier:

- Tier I
- Tier II
- Tier III

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WAI VER REQUEST

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The Wyoming Department of Education has requested the below waivers of requirements applicable to the Title I 1003 g School Improvement Application. It is assumed that an LEA completing this application will implement all of the requested waivers. If an LEA does not wish to implement one of these waivers, it must indicate which one of those waivers it does not intend to implement and why.

Does the applicant wish to utilize these waivers if granted to the WDE?  Yes  No

## PAWS NARRATIVE

Provide a brief description of your school, your attendance area, and your community: ([count] of 2000 maximum characters used)

Pine Bluffs Jr.-Sr. High School has an enrollment of around 155 students and serves grades 7th through 12th. The school is located in the town of Pine Bluffs and can serve the outlying communities of Albin (19 miles) and Carpenter (26 miles) with bus service to the Pine Bluffs campus. Some student reside in Pine Bluffs by many of the students live on ranches or their parents own ranchette properties. Due to the large transportation area, many students travel long distances to arrive at the campus. Laramie County School District #2 covers an area of 1,099 square miles. As with most towns in rural Wyoming the weather can cause problems when transporting 65% of the student enrollment over the approximate 2,400 miles of daily travel. Enrollment at Pine Bluffs Jr.-Sr High School has remained fairly consistent over the past few years but a recent oil project is showing some enrollment increase at the school. A recent population trend report discusses a 27% population increase in eastern Laramie County and sections of this increase will impact the eastern most sections of the county. Free and reduced lunch eligibility annually approaches the 35%, county unemployment rate is around 5%, and some businesses are struggling to survive. ELL and special education students are distributed throughout the 7th through 12th grade levels such that they do not provide numbers for group assessment trends. The community is historically significant as a locating point for the Texas Trail. The community is the hub of wheat and grain shipments for eastern Laramie County. The community members have a strong working relationship with the schools. The town council in Pine Bluffs has offered many services to the district and the district has exchanged with the town similar works. There is a high expectation for success at the school and the current situation is a great concern to all involved.

List your school and LEA mission statement how do they align? ([count] of 2000 maximum characters used)

The LEA Mission statement, "In partnership with parents and community, we will provide a safe environment where students' essential knowledge, skills and attitudes will ensure success in their changing world," and the school statement is, "The mission of Pine Bluffs Junior/Senior High School is to provide the opportunity for all students to develop the knowledge and skills that will empower them to become responsible, productive citizens and life-long learners". Both statements discuss the options that face students in their changing world. It is a discussion that as adults we don't have the ability to predict what the next few years will reveal so our duty is to provide students the abilities and skills to face a constantly changing human environment. Toward this end the district will comment itself using programs and resources to assist all students in fulfill these statements.

Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, gifted and talented, migrant, students with limited English proficiency, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children: ([count] of 2000 maximum characters used)

The district continues to conduct a series of meetings with students, parents/community, and school staff. A student meeting has been held with the Pine Bluffs Junior-Senior High School senior class. A later meeting will be held with the members of the school student council and other interested students. Current student comments have been tabulated with a brief needs review developed. A forum page was developed and student responses to direct questions has been tabulated. Student comments were recorded on why the school is in its current status, what could be done to reverse the trend, what would they suggest for others, and several other questions on teaching and learning. Students indicated that motivation on assessments were a concern for themselves and others. Staff members have completed a needs assessment activity concerning professional development. This was a on-line survey. There are indications that some current professional development trainings were extremely positive and others need further expansion on use and purpose. If successful the district will work with a perception analysis tool and will conduct that process as it is developed. The school staff has completed a meeting where the topics of concern were discussed. The staff has voiced commitment to work with the goals and activities incorporated into this grant. The staff has concluded that aspects of certain programs will be beneficial to specific educationally disadvantaged children but that they will also improve the efforts of all students.

Summarize (using data) the actual results of your needs assessment: ([count] of 2000 maximum characters used)

The responses from our student and staff meetings will be grouped for discussion and concerns. The discussion worth noting is that students had the direct feeling that some assessments were not important and that information requested was difficult to complete. The perseverance to continue to work was noted as a concerning issue with the students. In addition the students noted a lack of time, both for work and to complete assignments. Students also noted that the concept of the grade outweighed the issue of learning and thinking about the content being posed in their classes. Interactive learning was noted in the conversation and students felt unprepared for their future goals. In general the students enjoy the school and their interactions with the staff are positive. The staff responses show a need to continue to develop on current professional development trainings. This form also presented a need to continue to develop technological access for classroom teachers, specifically through application of software through the Internet. Staff members have presented information that technological connections between Internet services need to be enhanced. The required curriculum displays several areas of interactive learning options. The reports from the WDE have shown consistent maximization of our T1 connections. This maximization leads to extended program loading times and buffering to the point of failure for use of such programs. Staff members recognize the PAWS data reports and ACT score reports as being problems. Initial parent communications are that the school may be having problems on assessment data but there are many quality workings starting to happen. If awarded this grant, a more comprehensive needs assessment will be contracted to an external provider for an unbiased review of strengths and opportunities in the school.

Summarize the strengths and weaknesses of the current program for improving the education of low-achieving students:

Strengths: ([count] of 2000 maximum characters used)

From our data sources the following are identifiable strengths: 1. Approximately 95% of the seniors will opt for post-secondary education. 2. Tutors are reportedly being used by approximately 30% of the senior class. 3. The Seniors report that the school is a safe environment and interactions among peers appears to be positive. 4. Over 80% of this year's seventh grade scored above the 80th%tile on the 2011 PAWS assessment in both Math and Reading. 5. The MAP assessment seems to be a positive assessment opportunity and teachers are using the information for this report in PLC meetings. 6. The disciplinary interactions are low with no students being expelled. 7. Hardware technological devices appear to be in all classrooms, projectors, cameras, computers. 8. Distance learning is increasing as the procedures for the Junior Colleges are adjusted. 9. Teachers have been provided initial training components in both Quantum Learning and Thinking Strategies. 10. Staff evaluation has been adjusted to the requirements of state law. 10. Student performance on the 2011 ACT was at or close to state average in all areas. 11. The district has developed a student tutoring program for all subjects and for all students. 12. The school successfully met all target goals for their AYP indicators for the 2010-2011 school year.

Weaknesses: ([count] of 2000 maximum characters used)

1. Previous to this year ACT scores the school's scores were lower than state average in 4 of the 5 areas. 2. Approximately 85% of the student enrolling at LCCC were required to take a remedial course in math or English. 3. 65% of the students in the Senior Class don't feel like they are prepared for their future goals. 4. Seniors report that they don't feel adequately prepared to participate in the PAWS or ACT assessments. 5. 11th grade math scores on the past three years of PAWS range between 53% and 57% as proficient or advanced. 6. 11th grade reading scores on the past three years of PAWS range between 60% and 69% as proficient or advanced. 7. 11th and 8th grade math scores on the 2011 PAWS showed that about 60% of the students were proficient in math. 8. Seniors report that they are not always provided information as to the purpose of the learning in their classes. 9. Approximately 30% of these students feel that teachers don't communicate with their parents concerning their school work. 10. Many seniors report their work as challenging yet in most instances there isn't time to complete the work or think about the learning. 11. Preparation time for all students success is an overall concern for the senior student. 12. Staff report that scheduling issues have impacted their instruction time. 13. Concerns about assessment reports and perception have led to more quick answer responses and more quizzes and class assessment, further reducing student response and teacher to student interactions. 14. Parents report the workload mixed with activities is causing parent to student issues.

As a result of the comprehensive needs assessment, what are the specific priority need areas for the school? (Please list in priority order 1, 2, 3, etc.) ([count] of 2000 maximum characters used)

1. Core skills/21st century skills need to be modernized across all subject areas in all classes. 2. Math assistance will need to be available for all students with student understanding math concept application in all subjects. 3. Students will need to be provided more relevancy for their classroom learning and project based explanations. 4. Programs and procedures need to be reviewed that allow students to stay caught up with work and learning loads. 5. Students will need to have test preparation procedures developed, especially for ACT and PAWS, and used in all classes. 6. Students' need to be provided opportunities to think about their learning and the importance of such learning. 7. Students' need to be provided alternative learning approaches and processes that allow for deep learning for future use and application. 8. The interactive learning processes need to be supported by increase of bandwidth and the acquisition of interactive boards. 9. Schedules need to be reviewed and developed with the support of students and staff with the primary purpose to increase student opportunity to succeed for future goals. 10. Grading, assessment and expected homework issues will need to be altered to support the learning environment at the school.

What School Intervention Model will the school implement based on the comprehensive needs assessment? (This should be directly related to the priority need areas listed above): ([count] of 2000 maximum characters used)

The school has chosen to implement the Transformation Model for many reasons: The school is relatively isolated and has limited available services. Replacing a significant number of staff, as required in the Turnaround Model would be both impractical and counterproductive based on the information

provided. The nearest higher achieving school is approximately 20 miles away and transporting students would also be impractical as well as dangerous. This would damage the community identity and would place an enrollment strain on the other school. In addition the higher achieving school is currently in the 4th quartile and is close to the issues of the school in discussion. As such the School Closure Model is not being considered. The Restart Model does not work for this school for many of the same reasons as previously noted. The Transformation Model is the model that lends itself best to the priorities established in the needs review. The established work on policies and procedures to improve instructional learning using research programs, developing more interactions with the outside world as well as locate patrons and parents are all possible using the Transformation Model. Using this model the school can build on its strengths and expand the use of current resources to meet identified program goals. Each of the goals has the research to support effective implementation and will build toward school success and increased student performance. It must be noted that a new building principal was hired during the 2011 spring session. In anticipation of meeting this model's requirements a new principal is in place. The building principal has been interviewed as an instructional leader and through the early processes they will need to be very involved with generating solution to the issues noted in the needs sections.

Please explain how the LEA has the capacity to use these School Improvement Funds to provide adequate resources and related support to the school in order to implement, fully and effectively, the required activities of the school intervention model it has selected: ([count] of 2000 maximum characters used)

For the past 15 months the district has been informed that the school is a PLA identified school. As such the Board of Trustees has been very aware of efforts and progress toward any goals to assist the school out of this categorization. Existing district policies and procedures have been review and the superintendent has been given certain latitudes and directions to implement the proposed model and activities as described in the grant application. Support from the Board of Trustees, Superintendent, Technology Coordinator, the principal, the Director of Finance, the Director for Special Services and the staff and the instructional coaches will be a top priority for successful school and district level interventions. There are options for increasing staff but current expectations are for both the professional and support staff expanding the use of technology, expanding and monitoring professional development activities in all core and non core subjects, and focusing students toward successful preparation on assessments and on future endeavors. Additional resources, if required will be a direct responsibility of both the school and the district.

Explain how implementing this model will meet the needs of all the students in your school: ([count] of 2000 maximum characters used)

The intervention activities were selected based on their research proven records. As identified these programs not only include the elements to serve low-achieving students but also provide additional learning opportunities for all students through improved preparation options for students on assessments; expanding available resources, both in personnel and well as material, and developing new methods that allow for student thought and discussion on their own learning. The model also allows for reviews of services toward the students including program flexibility, scheduling and support services. By providing resources and optional sources to motivate and encourage students toward successful outcomes the results should be increased learning, increased teaching and higher student performance.

Please give a summary of input from relevant stakeholder group regarding the selection and implementation of a School Intervention Model (agendas, minutes, and sign-in sheets should be available from the LEA for review if needed): ([count] of 2000 maximum characters used)

As discussions with various stakeholder groups continue additional information will be provided. At this point there is indication that the need for major improvements in some areas of student performance is required, most notably in Mathematics and Reading. This increase in performance will be balanced by changes form how teachers prepare their lessons and develop learning needs and how the new teacher evaluation process shows this, to how students' performance is monitored for individual students as well as student groups. Students have reported motivational as well as levels of importance for their learning and how well they are feeling about their futures to be concerns. The Board of Trustees desires an organization that is directing efforts for students learning through resources as well as management. In all areas, higher expectations are to be emphasized not only as words of desire but also as words to live with, decisions and programs will attempt to achieve the goals as set forth. School personnel will be directly responsible for the school improvement but additional outside resources and personnel will be invited to participate as they will help set the ground work for improvement. With these a focus points, the Transformation Model is the best avenue for achieving the goal of placing Pine Bluffs Junior Senior High School as a top center for learning in the State of Wyoming.

ASSESSMENT DATA

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Based on the reason(s) that this building is applying, you should upload 2011 PAWS data, Graduation Rate Data, or both

2011 PAWS Data Upload

 

Files Uploaded: [Grant Data Upload-20110927094211-1102000jcozort.docx](#)

2011 Graduation Rate Data Upload

 

Files Uploaded: [Grad Rate Grant-20110927094739-1102000jcozort.docx](#)

LEA CAPACITY

If the LEA has Tier I schools and is applying to serve schools in other Tiers or only one Tier I school, the LEA must explain, in detail, why it lacks the capacity to serve each Tier I school.

<p>If an LEA has one or more Tier I, Tier II, and Tier III Schools</p> <p>Tier I and Tier II schools, but no Tier III schools</p> <p>Tier I and III schools, but no Tier II schools</p> <p>Tier II and Tier III schools, but no Tier I schools</p> <p>Tier I Schools only</p> <p>Tier II Schools only</p> <p>Tier III Schools only</p>	<p>In order to get 1003 g SI Funds, the LEA must commit to serve Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school</p> <p>Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school</p> <p>Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school</p> <p>The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes</p> <p>Each Tier I school it has capacity to serve</p> <p>The LEA has the option to commit to serve as many Tier II schools as it wishes</p> <p>The LEA has the option to commit to serve as many Tier III schools as it wishes</p>
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Does your LEA have any Tier I Schools?

Yes
  No

ADDITIONAL RESOURCES

Program List/Funding: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Response to Intervention - IDEA and/or Title I Funds	<input type="radio"/> b	<input type="text" value="3"/>	<input type="radio"/> e	<input type="radio"/> e
Professional Learning Communities	<input type="radio"/> b	<input type="text" value="2"/>	<input type="radio"/> e	<input type="radio"/> e
Bridges Grant (either Extended Day or Year)	<input type="radio"/> b	<input type="text" value="8"/>	<input type="radio"/> e	<input type="radio"/> e
Pre-School Program(s)	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
Title I School Improvement Funds	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
Title I-D, Subpart A	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
Title II-A Teacher/Leader Quality Partnership	<input type="radio"/> b	<input type="text" value="11"/>	<input type="radio"/> e	<input type="radio"/> e
Title II-B - Math/Science Partnership	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
Title II-D Enhancing Education Through Technology Grant	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> b
Title III Services to English Language Learners	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
McKinney-Vento Homeless Grant	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
GEAR-UP	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> b
Other: <input type="text"/>	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
Other: <input type="text"/>	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
Other: <input type="text"/>	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e
Other: <input type="text"/>	<input type="radio"/> e	<input type="text"/>	<input type="radio"/> e	<input type="radio"/> e

List Supplemental Educational Services provided for your students (Title I schools in SI 2 and above): ([count] of 2000 maximum characters used)

List the Distance Learning (i.e., web-based, satellite) courses provided for your students: ([count] of 2000 maximum characters used)

School Partnerships (Type the name of each partner in the space provided)

University	<input type="text" value="None"/>
Technical Institute	<input type="text" value="None"/>
Feeder School(s)	<input type="text" value="None"/>
Community	<input type="text" value="None"/>
Business/Industry	<input type="text" value="None"/>
Private Grants	<input type="text" value="None"/>
Other	<input type="text" value="None"/>

Please give a detailed explanation as to how the strategies selected will utilize the existing programs, funding sources, and partnerships listed above: ([count] of 5000 maximum characters used)

Will these funding sources and partnerships be available when the funding for this grant has ended? ([count] of 2000 maximum characters used)

Data for USED

This page should not be completed at this time. Districts will be notified when data is required.

For each school receiving 1003 g School Improvement Funds, the LEA will need to send the following data to the WDE. Only the sections with an asterisk are required to be reported on this page. Other data on this page is currently collected by WDE in other data collections and does not need to be reported here.

Metric	Currently Collected	New Requirement
<b>School Data</b>		
LEA Name	X	
NCES ID #	X	
School Name	X	
NCES ID #	X	
*Please select Intervention Used: <input type="text"/>		X
Which AYP Targets Met and Missed	X	
School Improvement Status	X	
*Enter Number of Minutes within School Year: <input type="text"/>		X
<b>Student Outcome/Academic Progress Data</b>		
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	X	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	X	
*Upload 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 <input type="text"/> <input type="button" value="Browse..."/>		X
Files Uploaded: Upload directory does not exist. Cannot view uploaded files.		
Percentage of limited English proficient students who attain English language proficiency	X	
Graduation rate	X	
Dropout rate	X	
Student attendance rate	X	
*Enter number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes: (500 Character Maximum)		X (HS Only)
*Enter college enrollment rates: <input type="text"/>		X (HS Only)
<b>Student Connection and School Climate</b>		
Discipline incidents	X	
Truants	X	
<b>Talent</b>		
*Upload distribution of teachers by performance level on LEA's teacher evaluation system <input type="text"/> <input type="button" value="Browse..."/>		X
Files Uploaded: Upload directory does not exist. Cannot view uploaded files.		
*Enter teacher attendance rate: <input type="text"/>		X

Additional Indicator

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This page should not be completed at this time. Districts will be notified when data is required.

Each school receiving 1003g School Improvement Funds will be required to upload data and analysis to support whether or not the school has met their goals and/or is making progress on their leading indicators.

Please check here that you are uploading the requested information.

Files Upload:

Upload directory does not exist. Cannot view uploaded files.

Please provide any additional information or an explanation of the files you have uploaded. (2,000 Character Maximum)

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PAWS Data and Analysis

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This page should not be completed at this time. Districts will be notified when data is required.

Each school receiving 1003g School Improvement Funds will need to submit PAWS data and analysis to support whether or not the school has met their goals and/or is making progress on their leading indicators by October 1, 2011.

 

Files Upload:

Upload directory does not exist. Cannot view uploaded files.

Please provide any additional information or an explanation of the files you have uploaded. (2,000 Character Maximum)

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**INTERVENTIONS / ACTION PLAN - Overview**

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A school in Tier I or Tier II must select one of the school intervention models and implement, fully and effectively, the required activities for that model. Select the intervention model that will be used:

School Closure Model

School Restart Model

School Turnaround Model

School Transformation Model

A Tier III school must also select one of the intervention models, but may modify the required activities for that model. Schools in Tier III must give an explanation as to the reasoning to the modification. Priority funding will be given to Tier III schools who fully implement all the required activities for one of the school intervention models.

Full implementation must occur in the 2011-2012 school year

Please Note: An LEA's budget for each year may not exceed \$2,000,000.

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INTERVENTIONS: SCHOOL CLOSURE MODEL - Implementation Indicator

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The School Closure Model was not selected on the Interventions Overview page, therefore this page and all of the other School Closure Model pages are not required to be completed.

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INTERVENTIONS: SCHOOL CLOSURE MODEL - Activities/Action Plan

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The School Closure Model was not selected on the Interventions Overview page, therefore this page and all of the other School Closure Model pages are not required to be completed.

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INTERVENTIONS: SCHOOL CLOSURE MODEL - Intervention Questions

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The School Closure Model was not selected on the Interventions Overview page, therefore this page and all of the other School Closure Model pages are not required to be completed.

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**School Closure Preimplementation Activities**

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Please select and provide a description of any activities your district will implement. This page is optional.

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

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

- Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is FY 2010 Guidance implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H- 19a).
- Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the schools comprehensive instructional plan and the schools intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including preimplementation activities. (New for FY 2010 Guidance)

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INTERVENTIONS: SCHOOL RESTART MODEL - Implementation Indicator

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The School Restart Model was not selected on the Interventions Overview page, therefore this page and all of the other School Restart Model pages are not required to be completed.

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INTERVENTIONS: SCHOOL RESTART MODEL - Activities/Action Plan

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INTERVENTIONS: SCHOOL RESTART MODEL - Intervention Questions

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The School Restart Model was not selected on the Interventions Overview page, therefore this page and all of the other School Restart Model pages are not required to be completed.

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**School Restart Preimplementation Activities**

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Please select and provide a description of any activities your district will implement. This page is optional.

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

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INTERVENTIONS: SCHOOL TURNAROUND MODEL - Implementation Indicator

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The School Turnaround Model was not selected on the Interventions Overview page, therefore this page and all of the other School Turnaround Model pages are not required to be completed.

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INTERVENTIONS: SCHOOL TURNAROUND MODEL - Activities/Action Plan

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INTERVENTIONS: SCHOOL TURNAROUND MODEL - Intervention Questions

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The School Turnaround Model was not selected on the Interventions Overview page, therefore this page and all of the other School Turnaround Model pages are not required to be completed.

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**School Turnaround Preimplementation Activities**

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Please select and provide a description of any activities your district will implement. This page is optional.

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**INTERVENTIONS: SCHOOL TRANSFORMATION MODEL - Implementation Indicator**

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Implementation Indicator/Goal (must include student achievement on PAWS (both reading/language arts and math) in order to monitor the schools progress):

([count] of 2000 maximum characters used)

The goal for the use of 1003g grant funds will be to increase the number of student proficient and advanced in Mathematics and Reading by 25% over the next three years. The school will improve student achievement in Mathematics and Reading, as measured by summative PAWS assessment scores and supported by formative Measures of Academic Progress (MAP) assessments and increase school ACT reported scores. In addition the connections with Laramie County Community College and their reports on College Readiness results will support the actions of the request. A list of objectives and activities, by project, by project years, is included in the Supplemental Documentation packet. Through an emphasis on collaboratively designing and implementing brain based instruction and thinking processes and cognitive review of instruction for all teachers, the school will increase student achievement and student engagement. The goal includes utilization of both internal and external technical assistance and professional training.

Desired Outcomes (Objectives):

([count] of 2000 maximum characters used)

Year 1: Activities and objectives listed in the Supplemental Documents will be completed. The percentage of students achieving Proficiency and Advanced levels of performance on PAWS, and average and High on MAP, and being College Ready on ACT scoring as developed by the Community Colleges will increase by 15% in Mathematics. The percentage of students achieving Proficiency and Advanced levels of performance on PAWS, and average and High on MAP, and being College Ready on ACT scoring as developed by the Community College will increase by 10% in Reading. The School Improvement Team and PLC groups will assess if the objectives and activities for the first year have been met, and recommend necessary changes. Year 2: Activities and objectives listed in the Supplemental Documents will be completed. The percentage of students achieving Proficiency and Advanced levels on PAWS, and Average and High on MAPS and being College Ready on ACT scoring as developed by the Community Colleges will increase by an additional 5-10%. The School Improvement Team and PLC Groups will assess the performance on the second year's objectives and activities, and the ongoing activities, and recommend any necessary changes. Year 3: Activities designated in the grant plan as ongoing will continue. Student performance will increase by and additional 5-10%. For this year ACT scores will be reviewed with expected changes unknown as this information will be obtained after reporting requirements. The School Improvement Team and PLC Groups will recommend, on the basis of the contribution of individuals components to the overall success of the program, which components to continue and which to alter or eliminate for funding from other sources. Careful attention must be paid to current re-calibration studies, and personnel costs within their parameters.

Procedures for Evaluating Implementation Indicators:

([count] of 2000 maximum characters used)

Annual PAWS reports on students' performance will be used to evaluate progress towards the goal. Data from annual PAWS testing, MAP ongoing assessments, yearly ACT reports and reports from the College Readiness data from the local Community College will be used annually to evaluate progress.

INTERVENTIONS: SCHOOL TRANSFORMATION MODEL - Activities/Action Plan

Activities and Action Plan: Full implementation must occur in the 2011-2012 school year.

Teachers and Leaders

Please list any and all activities/cost associated with principal replacement, implementation of a new staff evaluation system, identify/reward staff, and implementation of recruitment/placement/retention strategies.

Enter Activity Description ([count] of 1000 maximum characters used)

Activity: Redesign the School's Building Improvement Team (BIT)/(PLC) to a School Improvement Team (SIT). The SIT will include the superintendent, Building Principal, School Counselor, Director of Special Services, one teacher from grades 7-9, one teacher from grades 10-12, one teacher from special areas, and a Parent/Community Liaison. Teachers on the team will receive extra -duty pay of \$1,500 annually, paid twice per year, will include summer duties for months of June and August. All changes in the school's program and community activities must go through this team and will be recommended by the Building Principal.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Todd Sweeter, Principal	10/31/2011	Re-develop the school PLC group into a SIT format as well as school wide groups. Mid fall start point should be completed quickly. Begin monitoring the grant activities for the 3-year grant cycle. Maintain consistent participation by individuals. Re-development will be completed in three weeks and the SIT will be in place for the initial time line of the grant. The SIT will meet monthly during the first week of each month.	06/01/2014	7,700	7,700	7,700
				Estimated Cost for Non-Capital		
				0	0	0
				Estimated Cost for Capital		
				0	0	0

Enter Activity Description ([count] of 1000 maximum characters used)

Activity Description: Teacher Evaluation System. The LEA has been under contract with McREL concerning their staff evaluation system for two years. Student performance is a major component within the data base for summative decisions. All teaching staff are expected to use mathematics, reading, writing in their instructional programs. Certain professional areas are not currently included in this evaluation model. Staff and administration input were part of the development process toward the McREL model. Administrators are being trained to review staff efforts according to state law. The model may be adjusted in approaching years. The building principal will need training on the model, both software as well as legislative facets. Training for the principal will be completed by November 14, 2011.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Jack Cozort	08/01/2011	The evaluation system is in place but not yet approved by WDE. With the increased expectation for accountability the evaluation system may be adjusted for use in the grant. Training on the implementation and any changes as required for grant utilization will be completed.	06/01/2014	8,000	4,000	4,000
				Estimated Cost for Non-Capital		
				0	0	0
				Estimated Cost for Capital		
				0	0	0

Enter Activity Description ([count] of 1000 maximum characters used)

Activity Description: Math/Reading Intervention Teacher (MRIT): The LEA shall employ a intervention teacher whose primary responsibilities will be to provide services to specific identified students through an ILP in collaboration with teachers of record for each student. The individual will review data strands and then develop services for students. The individual will concentrate on developing interventions using technology and project based ideas. The services schedule will be adaptable to allow all students the opportunity to participate and work with these interventions. Payment allocation will be monthly for the employee. The first year will require summer duties to fulfill the needs of the project.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Todd Sweeter, Principal	01/16/2012	Activities will be developed in collaboration with the instruction being developed in the math and reading classrooms. Personnel evaluated on the approved teacher model and on basis of increased student results in mathematics and reading. The MRIT will meet weekly with all PLC groups in the school.	06/01/2014	32,000	62,500	62,500
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		

Enter Activity Description ([count] of 1000 maximum characters used)

Activity: Select a member of the school staff to serve as reporting facilitator for the grants reporting and record keeping components. All activities will be tracked in association with the student records and assessment results. The Grant Record Liaison (GRL) will also develop communication avenues with parents, community and the Board. This individual will need to remain in close proximity to the PLC group and the efforts being developed. The position will require summer duties. The payment will be delivered twice per year, once in January and once in June.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Member of the Staff	12/01/2011	By December 1, 2011 a current member of the staff will be in place to serve as the Grant Reporting Liaison. The individual will coordinate the developed reporting for the aspects contained in this grant. The GRL will develop accounting and assessment reports required for the reporting aspects of the grant	06/30/2014	15,400	15,400	14,900
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		
Total Cost By Year				63,100	89,600	89,100
Total Cost By Year Capital				0	0	0

**Instructional and Support Strategies**

Please list any and all activities/cost associated with the selection/implementation of an student needs based instruction model, providing job-embedded professional development designed to build the capacity/support of school staff, and to ensure continued use of data to inform/differentiate instruction.

Enter Activity Description ([count] of 1000 maximum characters used)

Activity: Immediately the staff will start working with advanced projects using Quantum Training Strategies. These brain based learning approaches will help students and staff develop projects based on curriculum learning issues with deep aspect learning. The process will require a lead trainer to come to the district or staff members to travel to locations. The staff was very receptive to this training. This will be an ongoing training and implementation project for the school. The dates for the training are being developed. The trainer will receive payment each quarter after workshops have been completed.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Jack M. Cozort	11/15/2011	This will be a contract agreement with Quantum Learning and the district will request a specific individual as the trainer for the project. We have a trainer that has worked previously with the district and the staff is receptive to their approach and style. All teachers will be required to attend two session per school quarter of each year of the grant. Program expansion will include parent participation in the knowledge and use of this procedure.	06/01/2014	13,000	10,000	8,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						
				0	0	0

Enter Activity Description ([count] of 1000 maximum characters used)

Activity (Year 1): Start training staff with PEBC, Thinking Strategy Program and develop pilot classrooms for implementation to a school initiative. Staff members and the administrator will attend professional development programs using the thinking strategies program as developed by Ellin Keene in the book "Mosaic of Thought" and established by the Public Education and Business Coalition. In addition members of PEBC will be on-site to assist the transition process to a workshop classroom instructional approach. Instructional coaches will be trained through the Cognitive Coaching process for working with teaching professionals. PEBC will also provide Leadership Coaching for the building principal. The building principal will select four staff members to serve as classroom pilot programs. The teachers will be allowed professional development and interaction with PEBC staff for fall implementation. PEBC will receive payment upon completion of all sessions as developed by contract.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Todd Sweeter	11/02/2011	Staff and administrators will train using TSI approaches as developed by PEBC. Workshop needs assessment models will be developed and leadership coaching for instructional coaches and the building administrator will be completed. Identified teacher leaders will be developing workshop model classrooms and these will be operational by the fall of 2012.	08/15/2012	30,000	55,000	15,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						
				0	0	0

Enter Activity Description ([count] of 1000 maximum characters used)

Activity (Year1 advanced to years 2-3): Developed pilot classrooms will be open to staff use and discussion. Staff members will attend professional development programs using the thinking strategies program through PEBC. In addition members of PEBC will be on-site to assist with workshop classrooms. The teachers will be allowed professional development and interaction with PEBC staff for 3rd year full implementation.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Todd Sweeter	09/01/2012	Starting late August of 2012 all staff will be expected to have received classroom workshop implementation training and have established these classrooms by June of 2014. PEBC staff will be available for assistance and additional training, discussions. During this time phase parents will be introduced to TSI strategies for student parent working at home.	06/01/2014	5,197	4,500	4,500
Estimated Cost for Non-Capital						
Estimated Cost for Capital						
				0	0	0

Enter Activity Description ([count] of 1000 maximum characters used)

Activity: Use Smart Board Technology to develop interactive learning lessons for all students but researched as optimum learning format for low achieving students in the areas of Mathematics and Reading. The implementation of this activity will have a strong relationship with student active engagement in the learning environment. Payment will be completed upon delivery and installation of material.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Dean Skinner	12/01/2011	Acquire, install and train staff on the application and use of eight interactive white boards. Outside consulting will be utilized for staff training. The products will be centered used for the core subject areas.	01/20/2012	48,000	0	0
Estimated Cost for Non-Capital						
Estimated Cost for Capital						
				0	0	0

Enter Activity Description ([count] of 1000 maximum characters used)

Activity: Hire outside personnel to provide training on the delivery of interactive instructional programs to low-achieving students. The training will be developed and provided prior to the completions of the school year. Specific strategies include web search and informational download for the Smart board and expanded bandwidth delivery.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Estimated Cost for Non-Capital						

Dean Skinner	01/05/2012	Possible trainers have been identified. The individuals will start to organize the training to create new instructional practices and delivery methods to all staff members. Low-achieving as well as all students will be seen as recipients of this activity.	05/01/2012	11,000	5,000	0
				Estimated Cost for Capital		
Total Cost By Year				107,197	74,500	27,500
Total Cost By Year Capital				0	0	0

Time and Support

Please list any and all activities/cost associated with increased learning time for staff and students, providing an ongoing mechanism for community/family engagement, and social-emotional/community-oriented services/support.

Enter Activity Description ([count] of 1000 maximum characters used)

All staff members will be required to use PLC groups that work to develop interactive student lessons based on Quantum Programs and Thinking Strategies Training. These activities will generate high level engagement for all students using cross curricular approaches that tie learning into purpose and future goals for the students. For one of three district selected weeks all PLC groups will meet during the summer break. The leader for these sessions will be the building principal. Payment to individuals will be upon completion of their week of activities and with approval of the detailed work being reported to the building principal. This will be followed by a two day session the following school year.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Todd Sweeter	06/15/2012	During the selected time frame all PLC groups or any combination of PLC groups will spend 5 days developing high engagement interactive lessons that will utilize the training the staff has received for both Thinking Strategies and Quantum preparation.	08/15/2012	36,000	0	0
				Estimated Cost for Non-Capital		
				0	0	0
				Estimated Cost for Capital		
				0	0	0

Enter Activity Description ([count] of 1000 maximum characters used)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		

Enter Activity Description ([count] of 1000 maximum characters used)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		
Total Cost By Year				36,000	0	0
Total Cost By Year Capital				0	0	0

Governance

Please list any and all activities/cost associated with providing operating flexibility and to ensure ongoing technical assistance.

Enter Activity Description ([count] of 1000 maximum characters used)

Develop and install processes that will increase bandwidth for the school. Currently the school operates on a 90-95% capacity of the Internet. Working in agreement with an agency provider the school can reduce this capacity by 60% thus allowing more teacher/student access to Internet possibilities. This would allow for additional software program uses and Internet study. The development of the bandwidth increase will provide direct communication with other schools and campuses operating at a higher proficiency level than the school. Payment for equipment will be completed upon installation. Yearly service agreement will be paid as contractually operated between provider and the school.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Deane Skinner, Technology Coord	11/01/2011	Immediately the district with an provider could start the installation of a system that reduces school (LAN)Internet conflicts by 60%, thereby opening more (WAN) options . The capacity issue has been a major hurdle for the school for years. This application would allow interactive learning in the school.	01/15/2012	13,000	12,000	12,000
				Estimated Cost for Non-Capital		
				145,000	0	0
				Estimated Cost for Capital		
Total Cost By Year				158,000	12,000	12,000

Total Cost By Year Capital

LEA-Level Activities

Please list all LEA-Level activities/costs.

Enter Activity Description ([count] of 1000 maximum characters used)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				Estimated Cost for Non-Capital		
				<input type="text"/>	<input type="text"/>	<input type="text"/>
				Estimated Cost for Capital		
				<input type="text"/>	<input type="text"/>	<input type="text"/>
Total Cost By Year				<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Cost By Year Capital				<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Define Allocation by Year		SY 2011-2012	SY 2012-2013	SY 2013-2014
Total Allocation Available	<input type="text" value="668997"/>	<input type="text" value="364297"/>	<input type="text" value="176100"/>	<input type="text" value="128600"/>
SY 2011-2012	<input type="text" value="364,297"/>			
SY 2012-2013	<input type="text" value="176,100"/>			
SY 2013-2014	<input type="text" value="128,600"/>			
Allocation Remaining	<input type="text" value="0"/>			

  

	SY 2011-2012	SY 2012-2013	SY 2013-2014
(A) Total Allocation by Year	<input type="text" value="364297"/>	<input type="text" value="176100"/>	<input type="text" value="128600"/>
(B) Capital Outlay Costs	<input type="text" value="145,000"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
(C) Allowable Direct Costs	<input type="text" value="219297"/>	<input type="text" value="176100"/>	<input type="text" value="128600"/>
(D) Indirect Cost Rate %	<input type="text"/>	<input type="text"/>	<input type="text"/>
(E) Maximum Indirect Cost	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
(F) Total Activities Above by Year	<input type="text" value="364,297"/>	<input type="text" value="176,100"/>	<input type="text" value="128,600"/>
(G) Budgeted Indirect Cost	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
(H) Total Budget (F+G)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Allocation Remaining (A-H)	<input type="text"/>	<input type="text"/>	<input type="text"/>

## INTERVENTIONS: SCHOOL TRANSFORMATION MODEL - Intervention Questions

## Specific Intervention Questions

Please give a detailed explanation of the process the LEA/School will use to review and select a new principal:

([count] of 2000 maximum characters used)

The school and district completed a hire process for a new principal during the spring of 2011. The process was developed to find an educational leader for the school. The district advertised with a specific criteria document for the job description. The staff was directly involved as well as district administrators. As the present principal has been in position only since the start of this school year, and as they have been closely involved with the activities and the reviews of this model this requirement has been met. The principal will have many responsibilities for assurance and implementation of the components in this grant.

Please give a detailed explanation of the process the LEA/School will use to implement a new evaluation system:

([count] of 2000 maximum characters used)

The district has been contracting with McREL for the past two years. With collaboration between the district and this agency we worked last year as a pilot with a new evaluation system. This year we submitted the required evaluation system to the WDE. We have noted that student performance in the document is developed for review and discussion between the principal and the staff. These reviews include data from PAWS, MAP, ACT and district evaluation procedures. District procedures include all subject areas where the other resources only address specific core areas. School guidelines now implement the evaluation process within all subject areas being aware of the need for math and reading instruction as required skills.

How will the LEA /School ensure that it is developed with input from staff?

([count] of 2000 maximum characters used)

The staff and district administration began the work to examine the evaluation system from compliance with the upcoming revisions to Chapter 29 in March of 2009. The decision was to begin work on the evaluation system for certified staff, specifically those classified as teachers and principals. The committee consisted of members from all school in the district as well as school board members and principals. As the discussions developed, each committee member was responsible for taking whatever the committee discussed back to their schools to receive feedback and then report that feedback at the next committee meeting. The committee shifted opinions twice on models and eventually decided on the McREL model. The committee created a draft with McREL with a few system revisions until a consensus to work with a draft as a pilot was reached. The McREL Teachers Evaluation System was piloted during the 2010-2011 school year.

How will the LEA/School ensure the use of student growth as significant factor for this new evaluation system?

([count] of 2000 maximum characters used)

A variety of assessment data is used when discussing student growth with teachers and principals. At the secondary level, core teachers review PAWS and MAP data with peers, instructional coaches and their principal. District assessment results and ACT scores are also examined to determine student performance at the school and for future goals. Additionally, classroom data, such as quizzes, test, and text assessments are reviewed for student improvement. Student growth data is used to help determine levels of performance on the evaluation rubric for teachers. It is also used to help determine areas of growth for the staff member's professional growth plan as developed by the evaluation system.

What strategies will the LEA/School use to recruit, place and retain staff?

([count] of 2000 maximum characters used)

The normal hire procedures will be followed which compliment the district for its salary scale, the benefit package, small student class size, the availability of technological hardware, the professional growth incentives for individuals as well as the staff, and the options for advancement as a teacher. Policies and practices within the district are very favorable toward employment and the Board is cognizant of the importance of their employees. The principal has been directed to recruit teachers that will be most beneficial toward the instructional goals of the school. The principal has the ability to request specific placements of highly qualified teachers for areas of need. The effort will be to provide incentives for all teachers so as not only to retain but to also retrain individuals toward the goals provided in the grant. All teachers have the content required to make students successful but the student needs results challenge the aspect of instructional delivery and request change for that component.

Please give a detailed explanation of the process the LEA/School will use to select and implement an instructional model based on student needs:

([count] of 2000 maximum characters used)

The instructional models that will be utilized were selected as best options when data reviews and checks of student performance and demographic information were tabulated. The subgroups of the school population showed a need not only for individualized opportunities to learn but also that the options to think deeper but at a higher level were being sacrificed for grades and results. At the same time the resources available for these tasks must be located and confirmed for application for the teachers and the students. The school's QAR report recommended that a written plan be formed that focused on a systematic approach to assessment design, data collection and analysis, and student progress monitoring. Having identified the needs through student and staff questions and answers, an instructional model that works with learning within the brain and then reporting that learning in cohesive processes while using modern interactive instructional technology would complete the needs as reported by student and staff, the QAR reports, and the data results as collected by the school.

Please give a detailed explanation as to how the LEA/School will evaluate job-embedded professional development to ensure that it is supporting and building the capacity of staff:

([count] of 2000 maximum characters used)

To successfully create models of instruction that provide the needs required, the LEA will require all staff to participate and use the programs at the level of fidelity expected. These instructional models will require collaboration between core teachers, specific course teachers and all other teachers that function as part of the school. The principal will be collecting data using the new evaluation tool for the school and reviewing the required professional development component for both acquisition as well as implementation on the goals established within this grant request. As noted in the evaluation report, the process for collecting data will be the joint responsibility of the evaluator and the evaluated. The evaluator will be collecting data regarding the evaluatee's performance through observations, participation in structured forums (e.g. teachers: professional learning community participation, professional development opportunities.)

How will the school ensure use of data to inform and differentiate instruction?

([count] of 2000 maximum characters used)

One of the initial phases of the grant is to organize a system of data reporting and review to share with all staff and outside consultants. The PLC groups will be challenged to reach deeper than top layer data into deep seated aspects of what the results are displaying. Outside consultants from PEBC will be assisting with these data strands using a source of a building review and needs assessment. The data will be evaluated and instructional lessons adjusted in response to the collected information. Staff members will be working in PLC groups to evaluate the data and suggest modification to lessons. The School Improvement Team will review the logs of these reporting groups and submit information to parents and to the Board of Trustees concerning the effective modifications of instruction and the efforts to meet the needs of individual students as well as groups of students.

How will the school increase learning time for staff and students?

([count] of 2000 maximum characters used)

The school currently operates on a schedule that exceeds state requirements. Within the last year the school changed their daily schedule so that all classes meet at least four times each week while still allowing students the learning opportunities for eight daily classes. This change has increased the hourly time per week that a student receives direct instruction in math and reading. The Board has directed the administrators and the staff to continue to work toward additional options for the schedule which will include the mandate of math and reading instruction in set courses all days that the school is in session. Tutoring sessions for students needing such services have been embedded in the schedule for these students, and if so needed tutoring can be implemented each day of the current scheduled year. Many students have requested the addition of a study time. It is anticipated that this will not be required as we develop instructional strategies that specifically lock on to the learning needs of the students to be successful on assessments and clarify homework and daily class lessons. PEBC staff will be vital in these reviews of expectations. The interactive educational portion of instructional design may lead to other innovations as the staff is open to more bandwidth opportunities.

How will the school ensure ongoing community and family engagement is provided?

([count] of 2000 maximum characters used)

Options will include the hire of an outside professional for distribution of information or the internal hire of staff for extra duty assignment and allocation. The need to report the aspects and requirements of this grant are what will actually make the effort a true opportunity for the staff. At the current time the opinions are a staff concern. As a member of the SIT this individual will have duties that will work to increase parent and community involvement in the school. It is reported that parents attend athletic events but attendance at academic events will be sought. Efforts that increase communication to parents on the local school web-site to involving them with the learning of the instructional programs that will be utilized with these grants funds can assist all involved. In addition tutorials for parents on Internet safety and

web surfing protocols will be a responsibility of the position.

How will the LEA ensure sufficient operating flexibility to implement reform?

([count] of 2000 maximum characters used)

The Board of Trustees has expressed support for initiating activities that will provide major improvements in student performance at Pine Bluffs Junior-Senior High School. For several years, the student achievement as measured by PAWS, MAPS, and ACT assessments, has not met the expected levels when compared to other schools and parent/community demands. With the building principal and superintendent being deeply involved in the development of these program ideas, gathering input for students, school staff and other groups the components will have flexibility to adjust as new needs come forth or current needs are resolved.

How will the LEA ensure on-going technical assistance to this school? What will that technical assistance look like?

([count] of 2000 maximum characters used)

The district has developed potential agreements with PEBC, Quantum Learning, an Internet Source provider and a curriculum data analysis development agency. At the base level staff members will be provided leadership in the application, development and implementation of these programs. At the district level the instructional coach will be assisting with thinking strategies and a Reading, Math Instructional Teacher will be reviewing results from the efforts of instructional change. The technology department will be assisting teachers and technology consultants as they work to interface the programs requested for bandwidth and enhanced teaching. All will be personnel used in the analysis of data relative to particular areas of instruction, and monitoring progress throughout and beyond the grant timeline.

How will the LEA grant operating flexibility to the new school leader?

([count] of 2000 maximum characters used)

The new principal will have the latitude to develop change in the overall school operational components. The principal will have access to the superintendent due both to proximity as well as during the established meeting times of the SIT. As questions and concerns develop the principal should be able to communicate these directly with the superintendent as well as to the Board. The principal is allowed to prioritize budget items within their allocated funds as well as for activities that come through the school. It will be a request of the Board that all textbooks, district assessments and secondary school schedules be seen as universal within the district.

How will you consult with stakeholders concerning the implementation of this model?

([count] of 2000 maximum characters used)

Specific stakeholders meetings and needs reviews have shown awareness of the situation. The actual model selection will need to be presented and discussed. The individual selected within the parameters that are developed will have opportunity to deliver information through several media sources. The school was recommended to develop additional avenues to communicate with parents following a QAR visit and this will be an emphasized section of the grant.

How will the LEA/School continue with the intervention and activities implemented after funding has ended, incorporating results/data from a funding or impact study?

([count] of 2000 maximum characters used)

All required data as mandated throughout the grant period will be maintained at a high level and this will continue beyond the scope of this program. Student performance on PAWS, MAP, ACT, and the district's assessment programs will be the center of information for evaluating program effectiveness. The success rate of each grant component will provide guidance to establishing priorities for staffing, scheduling, and budgeting. There are few ongoing personnel costs relative to the grant and the programs discussed. As most are instructional adjustments it is anticipated that staff will retain these new abilities and transfer them between themselves when needs arise. District budget priorities will adjust to meet any program initiatives discovered as highly effective toward the increase of proficiency levels for specific students and for student groups. Emphases on community involvement, data analysis, and flexibility that were developed in cooperation with these funds should continue for student performance enhancement.

For Tier III Schools how have you modified this School Intervention Model?

([count] of 2000 maximum characters used)

The modification shows that we did not replace the principal at Pine Bluffs Junior-Senior High School because they are new to the school.

Please give a detailed explanation as to the reasoning behind the modification of this model:

([count] of 2000 maximum characters used)

The replacement of the principal is not sought because they are just starting their association with this school.

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 School Transformation Preimplementation Activities
 

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Please select and provide a description of any activities your district will implement. This page is optional.

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

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

- b** Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is FY 2010 Guidance 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.

Please describe activities. (2,500 Character Maximum)

As many responses and needs questions have been tabulated there remains additional surveys for continued review of activities. Family and community engagement will continue with relationship to the activities being proposed. The family and community should know specifics about the directions we wish to lead students, to the curriculum idea acquisition and beyond toward advanced learning.

- e** Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H- 19a).

- b** 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.

Please describe activities. (2,500 Character Maximum)

Principal has been hired. The rules of Chapter 29 staff evaluation and the requirements in Senate enrolled legislation will be used to noted strengths and improvement areas for current staff.

- b** Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Please describe activities. (2,500 Character Maximum)

The programs being implemented can assist low achieving students by allowing them to understand certain of their own brain capacities and to provide avenues for higher level thinking. The staff development areas will use programs that have research based studies to support their effectiveness with all students. Using these programs the school will reach to increase achievement and proficiency levels in math and reading. Staff members will work at set times to develop student learning programs using these training programs. There will be compensation for these efforts. All teachers will be expected to cross collaborate and develop appropriate instructional activities and within a time line for student success, overlapping large assessments and large projects will be discourage as students need time to work these projects to a high level.

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

Please describe activities. (2,500 Character Maximum)

The activities within the grant request will revise the current instructional programs and teachers will adjust to the expectations of the new models. The comprehensive instructional plan will be to provide a new type of learning that these students have yet to experience in a school setting. Cognitive coaching theories will be used with the staff as to allow them to discover the change initiatives being proposed but guiding with steps that gradual release the expectations as the staff learns the procedures. Pilot workshop classrooms and visits with neighboring schools will assist this model and implementation of change.

- b** Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including preimplementation activities. (New for FY 2010 Guidance)

Please describe activities. (2,500 Character Maximum)

Where the school uses PAWS, MAP, ACT and district assessments as mostly summative informational strategies the work of this grant is to increase the teachers ability to step forward with an ability to see trouble spots prior to this assessments and the expected results. To increase these tabulations on student results more formative and intervention work should be completed. To complete the expectations and to use the grant appropriately the school will retain the budgeted allocation currently in place and if the budget is adjusted for other schools the same will hold true with Pine Bluffs Junior/Senior High School.



			Services	Materials	Outlay	Funds	
	0	0	0	0	0	\$0	€
	0	0	0	0	0	\$0	€
	0	0	0	0	0	\$0	€
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

Create Additional Entries

***** TOTALS *****	\$73,000	\$16,600	\$78,697	\$22,000	\$174,000	\$364,297	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$364,297	(F) Total budgeted above	\$364,297
(B) Capital Outlay Costs	\$174,000	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$190,297	(H) Total Budget (F+G)	\$364,297
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	\$0		

Calculate Totals

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

[Instructions](#)

Teachers and Leaders:  
Based upon activities specified for this school, budget details for this section should sum to \$89,600

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
36-Instruction (Public) <input type="checkbox"/>	50000	12500	0	0	0	\$62,500	<input type="checkbox"/>
94-School and Community Support <input type="checkbox"/>	12000	2400	0	0	0	\$14,400	<input type="checkbox"/>
82-Support Services <input type="checkbox"/>	0	0	4000	0	0	\$4,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	6000	1200	1500	0	0	\$8,700	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<b>Sub Total</b>	<b>\$68,000</b>	<b>\$16,100</b>	<b>\$5,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$89,600</b>	

[Create Additional Entries](#)

Instructional and Support Strategies:  
Based upon activities specified for this school, budget details for this section should sum to \$74,500

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
20-Coordination of Services <input type="checkbox"/>	0	0	10000	0	0	\$10,000	<input type="checkbox"/>
82-Support Services <input type="checkbox"/>	0	0	55000	0	0	\$55,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	0	0	9500	0	0	\$9,500	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<b>Sub Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$74,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$74,500</b>	

[Create Additional Entries](#)

Time and Support:  
Based upon activities specified for this school, budget details for this section should sum to \$0

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
96-Staff Development <input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<b>Sub Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

[Create Additional Entries](#)

Governance:  
Based upon activities specified for this school, budget details for this section should sum to \$12,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
82-Support Services <input type="checkbox"/>	0	0	12000	0	0	\$12,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<b>Sub Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$12,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$12,000</b>	

[Create Additional Entries](#)

LEA-Level Activities:  
Based upon activities specified for this school, budget details for this section should sum to \$0

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased	400 - Supplies &	500 - Capital	Total SI -1003g-School_Improve	Delete Row
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			Services	Materials	Outlay	Funds	
	0	0	0	0	0	\$0	€
	0	0	0	0	0	\$0	€
	0	0	0	0	0	\$0	€
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

Create Additional Entries

***** TOTALS *****	\$68,000	\$16,100	\$92,000	\$0	\$0	\$176,100	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$176,100	(F) Total budgeted above	\$176,100
(B) Capital Outlay Costs	\$0	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$176,100	(H) Total Budget (F+G)	\$176,100
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	\$0		

Calculate Totals



	0	0	0	0	0	\$0	e
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

Create Additional Entries

***** TOTALS *****	\$68,000	\$16,100	\$44,500	\$0	\$0	\$128,600	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$128,600	(F) Total budgeted above	\$128,600
(B) Capital Outlay Costs	\$0	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$128,600	(H) Total Budget (F+G)	\$128,600
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	\$0		

Calculate Totals

Budget (Read Only)

[Instructions](#)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
20	Coordination of Services			21,000	2,000		23,000
36	Instruction (Public)	125,000	32,000				157,000
49	Parent / Family Involvement						
60	Public School Choice						
81	Summer School Activities						
90	ELL Activities						
91	Extended Day Activities						
94	School and Community Support	36,000	7,200	30,000			73,200
82	Support Services			116,000	20,000	174,000	310,000
96	Staff Development	48,000	9,600	48,197			105,797 15.81 %
Total Direct Costs		209,000	48,800	215,197	22,000	174,000	668,997 100.00 %
Approved Indirect Cost X 0%							
Total Budget							668,997

## Appendix A - Part 1

## Defining and Identifying Wyoming's Tier I, II and III Schools

In an effort to blend State and Federal requirements and to create a unified comprehensive system for assisting persistently lowest-achieving schools, Wyoming has one definition and method of identifying Tier I, II, and III schools for School Improvement Grants and also for Race to the Top and State Fiscal Stabilization funding.

In the December 2009 School Improvement Grants Application for funding under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA):

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring 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 their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Selecting schools eligible for funding requires that the SEA identify three levels of need described as Tier I, II, and III schools, the basis for identification of those schools is as follows:

## Identifying Tier I Schools

Tier I schools consist of the following:

Any Title I school in improvement, corrective action, or restructuring that -

1. Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater, based on the ranking of the 'all students' group in reading and math on the School Academic Achievement and Progress Ranking of all Wyoming Schools; or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is less than 60 percent two out of the last three years. (2007-2008, 2008-2009, 2009-2010)

## Identifying Tier II Schools

Tier II schools consist of the following:

Any secondary school that is eligible for, but does not receive, Title I funds that -

1. Is among lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater, based on the ranking of the 'all students' group in reading and math on the School Academic Achievement and Progress Ranking of all Wyoming Schools; or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is less than 60 percent two out of the last three years. (2007-2008, 2008-2009, 2009-2010)

## Identifying Tier III Schools

Tier III schools consist of the following:

Is any Title I school in improvement, corrective action, or restructuring; or

1. Is a Title I eligible school among the lowest quintile (20%) of performance based on the ranking of the 'all students' group in reading and math on the School Academic Achievement and Progress Ranking of all Wyoming Schools; and
2. Does not meet the requirements to be a Tier I or Tier II school.

## Appendix A - Part 2

## Ranking of School Methodology

Data used is from the 2006-2007, 2007-2008, and 2008-2009 school years. Calculation of a valid comparative metric for Wyoming schools' Academic Achievement (performance) on PAWS (Wyoming's state assessment) for each subject tested:

1. Statewide Percent Proficient by Grade: The statewide percentage of students testing proficient in each grade. All students tested in Wyoming public schools are included.
2. Weighted Average Statewide Percent Proficient: As testing for each grade level is independent of testing at other grade levels, the enrollment-by-grade makeup of each school must be taken into account to create a performance measure that will be valid for performance comparison of all Wyoming schools. To accomplish this need, the Statewide Percent Proficient by Grade values for each grade served by a school are averaged, weighted by the percentage of students enrolled in each grade served.
  - a. Examples
    - i. Suppose that Statewide Percent Proficient by Grade is 50% for fourth grade and 60% for fifth grade.
    - ii. Example 1: A school serves on the fourth and fifth grades with enrollment of 50 fourth grade students and 50 fifth grade students.
      1. Half (50%) the students are enrolled in fourth grade, and half are enrolled in fifth grade.
      2. With equal enrollment weighting (half the 100 total students are in each grade), the weighted average target likewise becomes the halfway point between the fourth grade and fifth grade Statewide Percent Proficient by Grade values (50% and 60% respectively). This halfway point, the Weighted Average Statewide Percent Proficient is then 55%.
        - a. Mathematically, this 55% weighted average is calculated as [(50 fourth grade students \* 50% Statewide Percent Proficient by Grade for fourth grade) + (50 fifth grade student \* 60% Statewide Percent Proficient by Grade for fifth grade)] divided by 100 students total enrolled in the school.
    - iii. Example 2: A school serves only the fourth grade, with a total enrollment of 100 fourth grade students.
      1. With all 100 students enrolled in fourth grade, the Statewide Percent Proficient by Grade for fourth grade of 50% becomes the Weighted Average Statewide Percent Proficient for the school.
3. Relative Proficiency Performance: The comparative final metric, this is the difference between the percent of students proficient in a school and the Weighted Average Statewide Percent Proficient applicable to the school's particular enrollment-by-grade makeup.
  - a. Relative Proficiency Performance values are calculated as positive or negative percentages. The higher a positive percentage, the better a school's performance on current year testing. The lower a negative percentage, the more a school is in need of improvement.
  - b. Relative Proficiency Performance values are then ranked. The higher the percentage, the lower the ranking, and the better the performance. The lower the percentage, the higher the ranking, and the more improvement is needed.

Calculation of a valid comparative metric for Wyoming schools' Progress in performance on PAWS (Wyoming's state assessment) for each subject tested:

1. As described within Wyoming's Academic Achievement metric overview, the Relative Proficiency Performance values are calculated by subject and school year for each Wyoming school.
2. Performance Trend Value: A three year performance trend value (linear regression slope) is then calculated for each school.
  - a. A positive Performance Trend Value indicates that a school has a positive three year performance trend (performance is increasing). Likewise, a negative value indicates a decreasing performance trend. The higher the Performance Trend Value, the larger the relative three year performance gain trend, and vice-versa.
  - b. Performance Trend Value figures are then ranked. The higher the figure the lower the ranking, and the better the performance. The lower the figure, the higher the ranking, and the more improvement is needed.

Overall ranking of schools then takes place as follows:

1. School Academic Achievement and Progress Ranking: The average of the four calculated Academic Achievement and Progress rankings:
  - a. Math Academic Achievement Ranking
  - b. Reading Academic Achievement Ranking
  - c. Math Progress Ranking
  - d. Reading Progress Ranking
2. Methodology remains the same across the four component rankings and the final School Academic Achievement and Progress Ranking in that the higher the ranking, the lower the performance and the greater the need for improvement.

Appendix B

Wyoming's Identified Tier I, II, and III Schools

District	NCES Agency ID #	School	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Albany #1	5600730	Velma Linford Elementary	00014			X		
		Whiting High School	00066		X			
Big Horn #3	5603170	Greybull Middle School	00378			X		X
Big Horn #4	5601090	Riverside High School	00036			X		X
Campbell #1	5601470	Rawhide Elementary	00071			X		X
		Lakeview Elementary	00070			X		X
		Meadowlark Elementary	00069			X		X
Carbon #1	5601030	Cooperative High School	00147	X				
		Rawlins Middle School	00028			X		
		Pershing Elementary	00033	X				
		Mountain View Elementary	00032			X		X
Converse #1	5602140	Douglas Primary School	00128			X		
		Douglas Intermediate School	00352			X		
		Moss Agate Elementary	00130			X		X
Converse #2	5602150	Glenrock High School	00137		X			
Crook #1	5602370	Hulett School	00407			X	X	
Fremont #1	5602870	Pathfinder High School	00154	X				
		North Elementary	00199			X		

Appendix B

Wyoming's Identified Tier I, II, and III Schools

District	NCES Agency ID #	School	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Fremont #14	5604450	Wyoming Indian Elementary School	00226	X				
		Wyoming Indian Middle School	00386			X		
		Wyoming Indian High School	00441			X		X
Fremont #21	5602820	Ft. Washakie Charter High School	00354	X				
		Ft. Washakie Elementary	00498			X		X
		Ft. Washakie Middle School	00370			X		X
Fremont #24	5605700	Shoshoni Junior High School	00510			X		X
		Shoshoni High School	00323		X			X
Fremont #25	5605220	Aspen Park Elementary	00292			X		X
Fremont #38	5600960	Arapahoe Elementary	00162			X		
		Arapahoe Charter High School	00367	X			X	
Johnson #1	5603770	Meadowlark Elementary	00380			X		X
		Buffalo High School	00187			X		X
Laramie #1	5601980	Cole Elementary	00102			X		X
		Johnson Junior High School	00094			X		
Laramie #2	5604120	Burns Elementary	00504			X		X
		Pine Bluffs Jr & Sr High School	00210			X		X
Lincoln #1	5604030	Kemmerer Alternative School	00358		X		X	
Lincoln #2	5604060	Swift Creek High School	00193		X		X	

Appendix B

Wyoming's Identified Tier I, II, and III Schools

District	NCES Agency ID #	School	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Natrona #1	5604510	Mountain View Elementary School	00248			X		
		Bar Nunn Elementary	00445			X		X
		Cottonwood Elementary	00377			X		X
		C Y Junior High School	00232			X		X
		Evansville Elementary	00237			X		X
		Frontier Middle School	00374			X		
Niobrara #1	5604230	Lusk Middle School	00215			X		X
		Lusk Elementary	00219			X		X
Platte#1	5605090	Chugwater Junior High School	00509			X		X
		Chugwater High School	00391		X		X	
Platte #2	5603180	Guernsey-Sunrise Junior High	00499			X		X
Sheridan #2	5605695	Ft. Mackenzie	00189	X			X	
Sublette #9	5601260	Big Piney Elementary	00043			X		X
		La Barge Elementary	00044			X		X
Sweetwater #1	5605302	Lincoln Elementary	00299			X		X
		Rock Springs East Junior High	00295			X		X
		Desert View Elementary	00298			X		
		Westridge Elementary	00422			X		X

Appendix B

Wyoming's Identified Tier I, II, and III Schools

District	NCES Agency ID #	School	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Sweetwater #2	5605762	Expedition Academy	00164		X			
		Truman Elementary	00425			X		X
		Lincoln Middle School	00399			X		X
Teton #1	5605830	Jackson Elementary	00313			X		
		Summit High School	00512		X			
Uinta #1	5602760	North Evanston Elementary	00433			X		
		Aspen Elementary	00462			X		
Uinta #4	5604500	Mountain View Middle School	00388			X		
Weston #1	5604830	Newcastle Middle School	00264			X		X

## Appendix C - Section I

## Final Requirements for School Improvement Grants, as Amended in January 2010

I. SEA Priorities in Awarding School Improvement Grants:

- A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:
1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:
    - (a) Tier I schools:
      - (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of 'persistently lowest-achieving schools.'
      - (ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that --
        - (A)
          - (1) Has not made adequate yearly progress for at least two consecutive years; or
          - (2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
        - (B) is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition 'persistently lowest-achieving schools'.
    - (b) Tier II schools:
      - (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of 'persistently lowest-achieving schools'.
      - (ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that --
        - (A)
          - (1) Has not made adequate yearly progress for at least two consecutive years; or
          - (2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
        - (B)
          - (1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of 'persistently lowest-achieving schools'; or
          - (2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.
    - (c) Tier III schools:
      - (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.
      - (ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that --
        - (A)
          - (1) Has not made adequate yearly progress for at least two years; or
          - (2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
        - (B) Does not meet the requirements to be a Tier I or Tier II school.
      - (iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.
  2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve.
    - (a) Turnaround model:
      - (1) A turnaround model is one in which an LEA must --
        - (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

## Appendix C - Section I - Defining Key Terms (cont)

- (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.
    - (A) Screen all existing staff and rehire no more than 50 percent; and
    - (B) Select new staff;
  - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  - (iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
  - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new 'turnaround office' in the LEA or SEA, hire a 'turnaround leader' who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
  - (vi) 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;
  - (vii) 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;
  - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
  - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as --
- (i) Any of the required and permissible activities under the transformation model; or
  - (ii) A new school model (e.g., themed, dual language academy).
- (b) **Restart model:** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides 'whole-school operation' services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- (c) **School closure:** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- (d) **Transformation model:** A transformational model is one in which an LEA implements each of the following strategies:
- (1) Developing and increasing teacher and school leader effectiveness.
    - (i) Required activities. The LEA must --
      - (A) Replace the principal who led the school prior to commencement of the transformation model;
      - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that --
        - (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
        - (2) Are designed and developed with teacher and principal involvement;
      - (C) 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;
      - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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; and
      - (E) 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.
    - (ii) **Permissible activities:** An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as --
      - (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
      - (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
      - (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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**Appendix C - Section I - Defining Key Terms (cont)**

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- (2) Comprehensive instructional reform strategies.
  - (i) Required activities. The LEA must --
    - (A) 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; and
    - (B) 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.
  - (ii) Permissible Activities: An LEA may also implement comprehensive instructional reform strategies, such as --
    - (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
    - (B) implementing a schoolwide 'response-to-intervention' model;
    - (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
    - (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
    - (E) In secondary schools --
      - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
      - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
      - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
      - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- (3) Increasing learning time and creating community-oriented schools.
  - (i) Required activities: The LEA must --
    - (A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and
    - (B) Provide ongoing mechanisms for family and community engagement.
  - (ii) Permissible activities: An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as --
    - (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
    - (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
    - (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
    - (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

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 Appendix C - Section I - Defining Key Terms (cont)
 

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- (4) Providing operational flexibility and sustained support.
- (i) Required activities: The LEA must --
    - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
    - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
  - (ii) Permissible Activities: The LEA may also implement other strategies for providing operational flexibility and intensive support, such as --
    - (A) Allowing the school to be run under a new governance arrangement, such as turnaround division within the LEA or SEA; or
    - (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.
3. Definitions.
- Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. 1
- Persistently lowest-achieving schools means, as determined by the State --
- (a)
    - (1) Any Title I school in improvement, corrective action, or restructuring that --
      - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
      - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and
    - (2) Any secondary school that is eligible for, but does not receive, Title I funds that --
      - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive Title I funds, whichever number of schools is greater; or
      - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.
  - (b) To identify the lowest-achieving schools, a State must take into account both --
    - (i) The academic achievement of the 'all students' group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
    - (ii) The school's lack of progress on those assessments over a number of years in the 'all students' group.

## Appendix C - Section I - Defining Key Terms (cont)

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the Stateadministers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment.

- (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to --
- (i) Analyze the needs of its schools and select an intervention for each school;
  - (ii) Design and implement interventions consistent with these requirements;
  - (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - (iv) Align other resources with the interventions
  - (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, and
  - (vi) Sustain the reforms after the funding period ends.
- (b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

## B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.
2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to 'start over' in the school improvement timeline. Even though a school implementing a waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.
3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.
4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.
5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

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<sup>1</sup> Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (see Frazier, Julie A.: Morrison, Fredrick J. 'The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.' Child Development. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020). Extended learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. 'When Elementary Schools Stay Open Late: Results from the National Evaluation of the 21st Century Community Learning Centers Program.' Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.) [http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)

## Appendix C - Section II

II. Awarding School Improvement Grants to LEAs:

## A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.
2. In its application, in addition to other information that the SEA may require --
  - (a) The LEA must --
    - (i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;
    - (ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;
    - (iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;
    - (iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;
    - (v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and
    - (vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.
  - (b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.
3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.
4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.
5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.
6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.
7. An LEA which one or more Tier I Schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.
8.
  - (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must --
    - (i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and
    - (ii) Measure progress on the leading indicators in section III of these requirements.
  - (b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.
9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

## Appendix C - Section II - Awarding School Improvement Grants to LEAs (cont)

## B. SEA requirements.

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.
2.
  - (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.
  - (b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to --
    - (i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;
    - (ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;
    - (iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and
    - (iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.
  - (c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.
  - (d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.
  - (e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.
3. An SEA must post on its website, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:
  - (a) Name and National Center for Statistics (NCES) identification number of each LEA awarded a grant.
  - (b) Amount of each LEA's grant.
  - (c) Name and NCES identification number of each school to be served.
  - (d) Type of intervention to be implemented in each Tier I and Tier II school.
4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approved application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.
6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the SEA may then, consistent with section II.B.9 award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.
8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability for the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

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**Appendix C - Section II - Awarding School Improvement Grants to LEAs (cont)**

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9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the state.
  - (b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.
  10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.
  11. An SEA that is participating in the 'differentiated accountability pilot' must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.
  12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.
- C. Renewable for additional one-year periods.
- (a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA --
    - (i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and
    - (ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 of the goals established by the LEA.
  - (b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State's full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years, each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

Appendix C - Section III

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through EDFacts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.
2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.
3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as 'SIG' (School Improvement Grant):

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	EDFacts	X	
Which AYP targets the school met and missed	EDFacts	X	
School Improvement status	EDFacts	X	
Number of minutes within the school year	NEW SIG		X
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Proficient, Advanced), by grade and by student subgroup	EDFacts	X	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	EDFacts		X
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.	NEW SIG	X	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	X	
Graduation rate	EDFacts	X	
Dropout rate	EDFacts		X
Student attendance rate	EDFacts		X
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		X
College enrollment rates	NEW SFSF Phase II HS only	X	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline Incidents	EDFacts		X
Truants	EDFacts		X
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		X
Teacher attendance rate	NEW SIG		X

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken -- i.e., school closure.

B. Evaluation.

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.

## Appendix D

In planning for which School Intervention Model a LEA/School will implement, the LEA/School will first need to work through the questions below. These questions are to be used to help the LEA/School determine what School Intervention Model would be best for the school. These questions can also be used to help an LEA determine if they have the capacity to serve one or more Tier I or Tier II schools.

## The Turnaround Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA assign effective teachers and leaders to the lowest achieving schools?
3. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
4. How will staff replacement be executed/what is the process for determining which staff remains in the school and for selecting replacements?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
6. What supports will be provided to staff being assigned to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
8. What is the LEAs own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
10. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

## The Restart Model

1. Are there qualified CSO, CMO, or EMOs willing to partner with the LEA to start a new school (or convert an existing school) in this location?
2. Will qualified community groups initiate a homegrown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served/homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are reassigned to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What is the LEAs own capacity to support the charter school with access to contractually specified district services and access to available funding?
8. How will the SEA assist with the restart?
9. What performance expectations will be contractually specified for the charter school, CMO, or EMO?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

## The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA enable the new leader to make strategic staff replacements?
3. What is the LEAs own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

## School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned/what is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
8. What supports will be provided to recipient schools if current staff members are reassigned?
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the schools neighborhood, enrollment area, or community?
13. How does school closure fit within the LEAs overall reform efforts?

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**ASSURANCES**

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The recipient hereby assures that:

By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

1. For schools in School Improvement, I hereby certify that this plan was developed with the assistance of a LEA Coach and/or District Support and Coordination Team Member, as applicable, in collaboration with the School Improvement Team.
2. I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
3. I assure that the school-level personnel, including subgroup representatives responsible for implementation of the interventions outlined in this application, have collaborated in the completion of this application.
4. I hereby certify that this plan has all of the following components:
  - . Evidence of the use of a comprehensive needs assessment, which should include all necessary data analysis;
  - . An action plan to implement one of the School Intervention Models as outline by the final regulations (Appendix B of this application);
  - . Annual goals (implementation indicators);
  - . Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment;
  - . Professional Development components aligned with assessed needs and School Intervention Model selected for implementation;
  - . Family and community involvement activities aligned with assessed needs and School Intervention Model selected for implementation;
  - . Evaluation strategies that include methods to measure progress of implementation;
  - . Coordination of fiscal resources and analysis of school budget (possible redirection of funds); and
  - . An action plan with timelines and specific activities for implementing the above criteria.
5. I certify that the LEA will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the US Department of Education (USED) final requirements as outlined for 1003 g funds;
6. I certify that the LEA will establish annual goals for student achievement on the Proficiency Assessment of Wyoming Students (PAWS) in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the USED final requirements as outlined for 1003 g funds in order to monitor each Tier I and Tier II school that it serves with school improvement funds (approved by the Wyoming Department of Education (WDE)) to hold accountable its Tier III schools that receive school improvement funds;
7. I certify that if the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or educational management organization accountable for complying with the USED final requirements outlined for 1003 g funds;
8. I certify to report to the WDE the school-level data required under section III of the USED final requirements outline for 1003 g funds;
9. I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

The assurances were fully agreed to on this date:

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Status Change	UserId	Action Date
Final Application Review	Beth VanDeWege	12-09-2011
Submitted to WDE	Jack Cozort	12-09-2011

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Page Review Status

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 Expand All

1003g School Improvement - ARRA

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1. Is this an amendment to an original application?

Yes

No

