



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

MEMORANDUM NO. 2010-098

TO: School District Superintendents

FROM: Brian Wright, Title I Director
Federal Programs Unit 

DATE: April 30, 2010

SUBJECT: 1003 (g) School Improvement Funds Application and Intent to Apply

PLEASE READ AND RESPOND AS NECESSARY

The Wyoming Department of Education (WDE) is currently in the process of gathering letters of intent from schools intending on applying for the NCLB Title I-A 1003 (g) School Improvement Funds.

Schools can only apply for these funds if they are identified as a Tier I, II, or III school as defined the Persistently Lowest Achieving Schools definition (please see the definition in Superintendents Memorandum No. 2010-095, to be issued Monday, May 3, 2010). More information is included in the attached application packet. This packet is designed to help schools start planning for completion of the application. The final application will be available and completed on the WDE Grants Management System (GMS) and should be made available towards the end of May, 2010 and will be due to the WDE on June 30, 2010. This will be a competitive grant. Prior to the release of the grant on the GMS, the WDE will conduct a WEN Video meeting to address questions concerning this grant

Also attached, is a letter to be sent back to the WDE if your district intends to apply for these funds. Letters of intent are due back to the WDE by May 14, 2010.

The anticipated award date for these funds is August, 2010. Schools receiving these funds will be expected to start implementation of activities at the beginning of the 2010-2011 school year. If the school is fully and effectively implementing the activities contained within their grant, the level of funding will be renewed each year and funding will continue over three (3) years, until end of the 2012-2013 school year.

If your district has questions regarding these funds or the application, please contact me at 307-777-5792 or bwright@educ.state.wy.us , or Christine Steele at 307-777-6216 or csteel@educ.state.wy.us .

JM/BW

Attachments (2)



Wyoming Department of Education

*Title I 1003 g
School Improvement Funds*

GRANT APPLICATION PACKET

for

2010-2013

Due June 30, 2010

**Wyoming Department of Education
Federal Programs Unit
2300 Capitol Avenue
Hathaway Building, 1st Floor
Cheyenne, WY 82002-0050**

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GRANT GUIDELINES

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 State's "Tier I" and "Tier II" schools. Tier I schools are a State's 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 State's other Tier I schools. Tier II schools are a State's 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 State's 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.

ELIGIBLE APPLICANTS AND CRITERIA FOR FUNDING

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.

SCHOOL INTERVENTION MODELS

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.

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- **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.

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.

APPLICATION PROCEDURES AND SUBMISSION

- 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 12:00 am (midnight) M.S.T., June 30, 2010. This application will be submitted electronically via the WDE Grants Management System (GMS). Please contact the GMS Coordinator, Randal Butt, at 307-777-8739 to request access and establish a log in for this grant application.**
- Please direct questions concerning this grant to:
 - Brian Wright,
Wyoming Department of Education, Federal Programs Unit
2300 Capitol Avenue, Hathaway Building, 1st Floor
Cheyenne, WY 82002-0050
 - 307-777-5792
 - bwrigh@educ.state.wy.us

REVIEW CRITERIA

Please see Appendix E for the rubric used for the evaluation of this grant.

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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

Submission of a grant is not a guarantee that a LEA will receive – funding is limited and the amounts LEAs may request per year are significant, so the WDE may have to prioritize what grants get funded.

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 the ranking of the schools within each Tiered list (Appendix B of this application).

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 outline 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).

PROJECT PERIOD/AWARD OF GRANTS

The Title I School Improvement grants will be awarded for a period of three (3) years starting on July 1, 2010 and ending June 30, 2013 (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, 2013 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, 2013, the LEA will revert any unencumbered funds to the WDE for reallocation unless the LEA has requested an extension to September 30, 2013. All encumbered funds must be drawn down and spent by December 31, 2013.

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

SCHOOL IMPROVEMENT PROGRAM FUNDS (SUPPLEMENT-NOT SUPPLANT)

Like other Title I funds, 1003 g School Improvement Program funds must be used to supplement the level of funds that, in the absence of the Title I funds, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services.

A local education agency must keep separate accounting of the Title I school improvement funds. If districts receive more than one school improvement grant, the grants may be accounted for in one fund.

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EVALUATION

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. 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.

WDE Approval/Date	Total Amount Awarded \$
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LEA and SCHOOL INFORMATION

A. LEA Information

LEA Name and NCES ID Number:	
Name and Title of LEA Contact for Grant Application:	
Address:	Telephone Number:
City:	Zip:
Email Address:	
<i>Authorized District Signature (Superintendent or Designee)</i>	Date

B. School Information

School Name and NCES ID Number:									
Name of School Principal:									
Address:			Telephone Number:						
City:			Zip:						
Email Address:									
Grade Span:	Poverty Rate:	Current Graduation Rate:							
Check All That Apply:	Title I Status:								
	<input type="checkbox"/>	Title I Schoolwide School		<input type="checkbox"/>	Title I Targeted Assistance School				
	<input type="checkbox"/>	Title I Eligible School <i>(please describe how you are eligible)</i>							
	School Improvement Status:								
	<input type="checkbox"/>	N/A – Made AYP	<input type="checkbox"/>	Warning Year	<input type="checkbox"/>	Year 1	<input type="checkbox"/>	Year 2	
	<input type="checkbox"/>	Year 3	<input type="checkbox"/>	Year 4	<input type="checkbox"/>	Year 5	<input type="checkbox"/>	Year 6 - Higher	
	Tier:								
	<input type="checkbox"/>	Tier I		<input type="checkbox"/>	Tier II		<input type="checkbox"/>	Tier III	
	Intervention Selected (Required for Tier I or II, Optional for Tier III):								
	<input type="checkbox"/>	Closure	<input type="checkbox"/>	Restart	<input type="checkbox"/>	Transformation		<input type="checkbox"/>	Turnaround
<i>Building Principal's Signature</i>						Date			

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ASSURANCES

- ❑ 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.
- ❑ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- ❑ 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.
- ❑ 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.
- ❑ 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;
- ❑ I certify that the LEA will establish 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;
- ❑ 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;
- ❑ 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;
- ❑ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's signature

Principal's signature

LEA Coach or District Support and Coordination Team
Member

Chair, School Improvement Team

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WAIVER REQUEST

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.

Please check each waiver that you **do not** wish to implement:

- Extending the period of availability of school improvement funds.

Please Note: The WDE has requested a waiver of the period of availability of school improvement funds. If approved, that waiver automatically applies to all LEAs in Wyoming.

Reasoning as to why the LEA does not wish to implement this waiver:

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

Reasoning as to why the LEA does not wish to implement this waiver:

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

Reasoning as to why the LEA does not wish to implement this waiver:

NEEDS ASSESSMENT

School Data Analysis

PAWS: Language Arts (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
3												
4												
5												
6												
7												
8												
11												

PAWS: Language Arts by Subgroup

Percentage of students scoring Below Basic and Basic (add together)

Grade	White Students			Native American Students			Hispanic Students			Other Ethnic Groups			Low SES			Students with Disabilities			English Language Learners			
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	
3																						
4																						
5																						
6																						
7																						
8																						
11																						

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PAWS: Mathematics (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
3												
4												
5												
6												
7												
8												
11												

PAWS: Mathematics by Subgroup

Percentage of students scoring Below Basic and Basic (add together)

Grade	White Students			Native American Students			Hispanic Students			Other Ethnic Groups			Low SES			Students with Disabilities			English Language Learners			
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	
3																						
4																						
5																						
6																						
7																						
8																						
11																						

Please also provide data for MAP assessment and another rigorous LEA assessment.

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Provide a brief description of your school, your attendance area, and your community.	
List your school and LEA mission statement – how do they align?	
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.	
Summarize (using data) the actual results of your needs assessment.	
Summarize the strengths and weaknesses of the current program for improving the education of low-achieving students.	
Strengths	
Weaknesses	
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.)	
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)	
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:	
Explain how implementing this model will meet the needs of all the students in your school.	
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):	

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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.

If an LEA has one or more...	In order to get 1003 g SI Funds, the LEA must commit to serve...
Tier I, Tier II, and Tier III Schools	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
Tier I and Tier II schools, but no Tier III schools	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
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I Schools only	Each Tier I school it has capacity to serve
Tier II Schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier II Schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes
Please give a detailed explanation as to why the LEA lacks the capacity to serve Tier I or Tier II schools:	

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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="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Learning Communities	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Bridges Grant (either Extended Day or Year)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program(s)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Title I School Improvement Funds	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Title I-D, Subpart A	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Title II-A – Teacher/Leader Quality Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Title II-B - Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Title II-D – Enhancing Education Through Technology Grant	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Title III – Services to English Language Learners	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
McKinney-Vento Homeless Grant	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
GEAR-UP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 2 and above):</p> <ul style="list-style-type: none"> • Click Here to Enter
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Click Here to Enter

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School Partnerships (Type the name of each partner in the space provided)	
University	Enter Partner name
Technical Institute	Enter Partner name
Feeder School(s)	Enter Partner name
Community	Enter Partner name
Business/Industry	Enter Partner name
Private Grants	Enter Partner name
Other	Enter Partner name

Please give a detailed explanation as to how the strategies selected will utilize the existing programs, funding sources, and partnerships listed above:

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INTERVENTIONS / ACTION PLAN

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.

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.

Please Note: The total LEA budget for each year must be at least \$50,000 and may not exceed \$2,000,000.

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School Closure Model

Implementation Indicator:

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

Desired Outcomes (Objectives):

Procedures for Evaluating Implementation Indicators:

Activities and Action Plan:

Closure – please list any and all activities/cost associated with the closure of the school

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

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Specific Intervention Questions:

What higher achieving school or schools within the LEA will the students from the closed school be attending?

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

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

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

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School Restart Model

Implementation Indicator:

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

Desired Outcomes (Objectives):

Procedures for Evaluating Implementation Indicators:

Activities and Action Plan:

CSO, CMO, or EMO Partnership – *please list any and all activities/cost associated with establishing and maintaining this partnership*

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

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School Turnaround Model

Please Note: *if implementing the School Turnaround Model, the LEA/School may also implement any of the required or permissible strategies under the School Transformation Model. If that is being done, please fill out the strategies selected in the School Transformation Model Action Plan.*

Implementation Indicator:

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

Desired Outcomes (Objectives):

Procedures for Evaluating Implementation Indicators:

Activities and Action Plan:

Teachers and Leaders – *please list any and all activities/cost associated with principal replacement, review/select new school staff, and implement of recruitment/placement/retention strategies*

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

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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 continues use of data to inform/differentiate instruction*

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

Time and Support – *please list any and all activities/cost associated with increased learning time for staff and students, and social-emotional/community-oriented services/support*

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

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

How will the schools governance structure change?

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

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

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

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School Transformation Model

Implementation Indicator:

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

Desired Outcomes (Objectives):

Procedures for Evaluating Implementation Indicators:

Activities and Action Plan:

Teachers and Leaders – *please list any and all activities/cost associated with principal replacement, implementation of a new staff evaluation system, indentify/reward staff, and implementation of recruitment/placement/retention strategies*

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

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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 continues use of data to inform/differentiate instruction*

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

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*

Activity	Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
					SY 2010 - 2011	SY 2011 - 2012	SY 2012 - 2013
Total Cost by Year							

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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:

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

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

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

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

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

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

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

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

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

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

School Year 2010-2011 (July 1, 2010 – June 30, 2011)

Strategies	100 Series	200 Series	300 Series	4000 Series	500 Series	Indirect Costs
<i>School Closure</i>						
Closure						
Student Transfer						
Civil Rights Consideration						
<i>School Restart</i>						
CSO, CMO, or EMO Partnership						
Partnership Review						
<i>School Transformation</i>						
Teachers and Leaders						
Instructional and Support Strategies						
Time and Support						
Governance						
<i>School Turnaround</i>						
Teachers and Leaders						
Instructional and Support Strategies						
Time and Support						
Governance						
Total Estimated Cost						
	100 Series	200 Series	300 Series	4000 Series	500 Series	Indirect Costs

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School Year 2011-2012 (July 1, 2011 – June 30, 2012)

Strategies	100 Series	200 Series	300 Series	4000 Series	500 Series	Indirect Costs
<i>School Closure</i>						
Closure						
Student Transfer						
Civil Rights Consideration						
<i>School Restart</i>						
CSO, CMO, or EMO Partnership						
Partnership Review						
<i>School Transformation</i>						
Teachers and Leaders						
Instructional and Support Strategies						
Time and Support						
Governance						
<i>School Turnaround</i>						
Teachers and Leaders						
Instructional and Support Strategies						
Time and Support						
Governance						
Total Estimated Cost						
	100 Series	200 Series	300 Series	4000 Series	500 Series	Indirect Costs

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School Year 2012-2013 (July 1, 2012 – June 30, 2013 – possible extension to September 30, 2013)

Strategies	100 Series	200 Series	300 Series	4000 Series	500 Series	Indirect Costs
<i>School Closure</i>						
Closure						
Student Transfer						
Civil Rights Consideration						
<i>School Restart</i>						
CSO, CMO, or EMO Partnership						
Partnership Review						
<i>School Transformation</i>						
Teachers and Leaders						
Instructional and Support Strategies						
Time and Support						
Governance						
<i>School Turnaround</i>						
Teachers and Leaders						
Instructional and Support Strategies						
Time and Support						
Governance						
Total Estimated Cost						
	100 Series	200 Series	300 Series	4000 Series	500 Series	Indirect Costs

Total Estimated Grant Cost						
	100 Series	200 Series	300 Series	4000 Series	500 Series	Indirect Costs

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REPORTING

For each school receiving 1003 g School Improvement Funds, the LEA will need to send the following data to the WDE (the means for collecting this data has not yet been determined by the WDE):

Metric	Currently Collected	New Requirement
School Data		
LEA Name	X	
NCES ID #	X	
School Name	X	
NCES ID #	X	
Intervention Used		X
Which AYP Targets Met and Missed	X	
School Improvement Status	X	
Number of Minutes within School Year		X
Student Outcome/Academic Progress Data		
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (<u>e.g.</u> , 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	
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		X
Percentage of limited English proficient students who attain English language proficiency	X	
Graduation rate	X	
Dropout rate	X	
Student attendance rate	X	
Number and percentage of students completing advanced coursework (<u>e.g.</u> , AP/IB), early-college high schools, or dual enrollment classes		X (HS Only)
College enrollment rates		X (HS Only)
Student Connection and School Climate		
Discipline incidents	X	
Truants	X	
Talent		
Distribution of teachers by performance level on LEA's teacher evaluation system		X
Teacher attendance rate		X

APPENDIX A

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 the 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 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.

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 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,

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Title I funds, whichever number of schools is greater, based 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.

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 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.

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 only 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%

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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 students * 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 Values 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.

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Overall ranking of schools for identification of “persistently lowest-achieving schools” then takes place for two groupings: all-schools, and by-school-category (secondary schools, etc.)

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.

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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 #4	5601090	Riverside High School	00036			X		X
Campbell #1	5601470	Rawhide Elementary	00071			X		X
		Lakeview Elementary	00070			X		X
Carbon #1	5601030	Cooperative High School	00147	X			X	
		Rawlins Middle School	00028			X		X
		Pershing Elementary	00033	X				
		Mountain View Elementary	00032			X		X
Carbon #2	5601700	HEM Junior/Senior High School	00385		X			
Converse #1	5602140	Douglas Primary School	00128			X		
		Douglas Intermediate School	00352			X		
		Moss Agate Elementary	130			X		X
Converse #2	5602150	Glenrock High School	00137		X			
Crook #1		Hulett School	00458			X		X
Fremont #1	5602870	Pathfinder High School	00154	X			X	
		North Elementary	00199			X		
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			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				
		Arapaho Charter High School	00367	X			X	
Goshen #1	5602990	Trail Elementary	00488			X		X
Johnson #1	5603770	Kaycee High School	00188			X		X
Laramie #1	5601980	Triumph High School	00092		X		X	
		Johnson Junior High School	00094			X		
		Pioneer Park Elementary	00118			X		X
Lincoln #2	5604060	Swift Creek Learning Center	00193		X		X	
Natrona #1	5604510	Frontier Middle School	00374			X		

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District	NCES Agency ID #	School	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
		Mountain View Elementary School	00248	X				
		Roosevelt High School	00256		X		X	
Niobrara #1	5604230	Lusk Middle School	00215			X		X
Platte #1	5605090	Chugwater Junior High School	00509			X		X
Platte #2	5603180	Guernsey-Sunrise Junior High	00499			X		X
Sublette #9	5601260	Big Piney Elementary	00043			X		X
Sweetwater #1	5605302	Lincoln Elementary	00299			X		X
		Rock Springs High School	00294			X		X
		Desert View Elementary	00298			X		
		Rock Springs East Junior High	00295			X		X
Sweetwater #2	5605762	Expedition Academy	00164		X		X	
		Truman Elementary	00425			X		X
Teton #1	5605830	Colter Elementary	00289			X		
		Jackson Elementary	00313			X		
		Summit High School	00512		X			
Uinta #1	5602760	Horizon Alternative School	00376		X			
		North Evanston Elementary	00433			X		
		Aspen Elementary	00462			X		
Uinta #4	5604500	Mountain View Middle School	00388			X		

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APPENDIX C

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 of “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.

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- (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;
 - (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).

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- (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 transformation 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.
 - (2) Comprehensive instructional reform strategies.
 - (i) Required activities. The LEA must--

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- (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;

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- (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.
- (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 a 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 and 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 or the lowest-achieving five 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

¹ 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, Frederick 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.) Extending 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>

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- (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.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers 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 the 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 the 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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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 in 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.

B. SEA requirements.

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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 Web site, 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 Education 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 approvable 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

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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 of 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.
 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. Renewal 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 or 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

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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.

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	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
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., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<u>EDFacts</u>		✓
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	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓

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Metric	Source	Achievement Indicators	Leading Indicators
Student attendance rate	EDFacts		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		✓
Truants	EDFacts		✓
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

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.

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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 LEA's 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 LEA's 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?

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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 LEA's 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 school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?

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APPENDIX E

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.			
<input type="checkbox"/> 3 points - All of the listed sources are included in identifying the needs, and data are presented.	<input type="checkbox"/> 2 points - Three of the listed sources are included in identifying the needs, and data are presented.	<input type="checkbox"/> 1 point - Two of the listed sources are included in identifying the needs, and data are presented.	<input type="checkbox"/> 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 the 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
 - Maximum: 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.)			
<input type="checkbox"/> 3 points - All of the sample sizes are acceptable.	<input type="checkbox"/> 2 points - All of the sample sizes are acceptable, except Parent Questionnaires which were replaced with Parent Focus Groups.	<input type="checkbox"/> 1 point - Some sample sizes are acceptable.	<input type="checkbox"/> 0 points - No sample size data were evident.
Rationale/Comments:			

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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.			
<input type="checkbox"/> 3 points - Student and school level data are provided from all four of the listed types of data, and data are presented.	<input type="checkbox"/> 2 points - Student and school level data are provided from three of the listed types of data, and data are presented.	<input type="checkbox"/> 1 point - Student and school level data are provided from two of the listed types of data, and data are presented.	<input type="checkbox"/> 0 points - Student and school level data are provided from a single type, or no data are presented.
Rationale/Comments:			

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 STRENGTH 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 Alt MAP, LEA Assessments (DRA, DIBELS, etc...), attendance, graduation and dropout rates to determine the weaknesses.

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Acceptable		Not Acceptable	
The needs assessment data are accurately interpreted to identify strengths and weaknesses.			
<input type="checkbox"/> 3 points - All of the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> 2 points - Most of the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> 1 point - Few of the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> 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 Higher 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.			
<input type="checkbox"/> 3 points - All contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> 2 points - Most contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> 1 point - Few contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> 0 points - Contributing factors are not related to the strengths and weaknesses are based on an accurate interpretation of the data.
Rationale/Comments:			

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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.	
<input type="checkbox"/> 2 points - Intervention directly addresses contributing factors of strengths and weaknesses.	<input type="checkbox"/> 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.	
<input type="checkbox"/> 2 points - Intervention can be implemented with available or obtainable resources.	<input type="checkbox"/> 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)

1. **All Required elements as present.**

Acceptable	Not Acceptable
All required elements as outlined in the final requirements are present for the Intervention Model selected.	
<input type="checkbox"/> 2 points – all required elements are present.	<input type="checkbox"/> 0 points – one or more required elements are missing.
Rationale/Comments:	

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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.			
<input type="checkbox"/> 3 points - All of the events are in logical order.	<input type="checkbox"/> 2 points - Most of the events are in a logical order.	<input type="checkbox"/> 1 point - Few of the events are in logical order.	<input type="checkbox"/> 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.			
<input type="checkbox"/> 3 points - All activities clearly indicate which staff and/or administrators will be responsible for implementing the activity.	<input type="checkbox"/> 2 points - Most activities clearly state which staff and/or administrators will be responsible.	<input type="checkbox"/> 1 point - Few activities clearly state who will be responsible, or only one person is responsible for all activities.	<input type="checkbox"/> 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.			
<input type="checkbox"/> 3 points - It is evident how each activity will be performed.	<input type="checkbox"/> 2 points - It is evident how most activities will be performed.	<input type="checkbox"/> 1 point - There is little evidence of how the activities will be performed.	<input type="checkbox"/> 0 points - There is no evidence of how the activities will be performed.
Rationale/Comments:			

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4. Timelines and dates for activities are specific.

- Broad time lines, 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 time line is assigned to each activity.			
<input type="checkbox"/> 3 points - All activities include specific dates.	<input type="checkbox"/> 2 points - Most activities include specific dates.	<input type="checkbox"/> 1 point - Few activities include specific dates.	<input type="checkbox"/> 0 points - None of the activities include specific dates.
Rationale/Comments:			

ACTION PLAN – PROFESSIONAL DEVELOPMENT

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

1. 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 most activities.	<input type="checkbox"/> 2points - 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:			

2. 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 a part of the normal work routine.
- Feedback – Sustained support and attention through mentoring, dialogue, and study groups.

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- 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:			

3. 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:			

ACTION PLAN – FAMILY AND COMMUNITY INVOLVEMENT

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.

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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 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 – COORDINATION OF RESOURCES

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.			
<input type="checkbox"/> 3 points - Monetary resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> 2 points - Most monetary resources are targeted to reach the identified objectives.	<input type="checkbox"/> 1 point - Few monetary resources are targeted to reach the identified objectives.	<input type="checkbox"/> 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.)

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Acceptable		Not Acceptable	
Time is allocated in a manner that will facilitate achieving the objectives.			
<input type="checkbox"/> 3 points - Time allocations are clearly targeted to reach the identified objectives.	<input type="checkbox"/> 2 points - Most time allocations are targeted to reach the identified objectives.	<input type="checkbox"/> 1 point - Few time allocations are targeted to reach the identified objectives.	<input type="checkbox"/> 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.			
<input type="checkbox"/> 3 points - Human resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> 2 points - Most human resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> 1 point - Few human resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> 0 points - Human resources are not clearly targeted to reach the identified objectives.
Rationale/Comments:			

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 assess the effectiveness and implementation of the activity must be presented.
- These evaluation procedures provide documentation of degree of implementation.

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- 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			
<input type="checkbox"/> 3 points - Clear procedures are provided and assess the level of implementation of indicators for all strategies.	<input type="checkbox"/> 2 points - Clear procedures are provided and assess the level of implementation of indicators for most strategies.	<input type="checkbox"/> 1 point - Unclear procedures are provided and assess the level of implementation of few activities, or some procedures are unclear.	<input type="checkbox"/> 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.			
<input type="checkbox"/> 3 points - Valid procedures are provided to examine the degree to which the goals and objectives have been attained.	<input type="checkbox"/> 2 points - Procedures are presented to determine whether the goals and objectives have been attained.	<input type="checkbox"/> 1 point - Vague or incomplete procedures are presented to determine whether the goals and objectives have been attained.	<input type="checkbox"/> 0 points - Valid procedures are not presented to determine whether the goals and objectives have been attained.
Rationale/Comments:			

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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	
I. The goals are linked to student learning and clearly state the direction of school improvement.			
<input type="checkbox"/> 3 points - The goals are clearly link to student learning and state the direction for school improvement.	<input type="checkbox"/> 2 points - The goals are linked to student learning and state the direction for school improvement in a relatively clear manner.	<input type="checkbox"/> 1 point - The link between the goals and student learning and school improvement is unclear or weak.	<input type="checkbox"/> 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 measurable 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.			
<input type="checkbox"/> 3 points – All weaknesses are clearly addressed.	<input type="checkbox"/> 2 points - Most weaknesses are addressed.	<input type="checkbox"/> 1 point - It indirectly refers to learning for all students.	<input type="checkbox"/> 0 points - It does not directly or indirectly refer to learning for all students.
Rationale/Comments:			

DISIRED OUTCOMES (OBJECTIVES)

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

Acceptable		Not Acceptable	
The objectives have measureable (verifiable) outcomes.			
<input type="checkbox"/> 3 points - All of the objectives can be verified/measured.	<input type="checkbox"/> 2 points - Most of the objectives can be verified/measured.	<input type="checkbox"/> 1 point - Few of the objectives can be verified/measured.	<input type="checkbox"/> 0 points - None of the objectives can be verified/measured.

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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.			
<input type="checkbox"/> 3 points - All of the objectives are clearly linked to specific goals and state the direction for school improvement.	<input type="checkbox"/> 2 points - Most of the objectives are clearly linked to specific goals and state the direction for school improvement in a relatively clear manner.	<input type="checkbox"/> 1 point - Few of the objectives are clearly linked to specific goals and school improvement.	<input type="checkbox"/> 0 points - There is no link between the goals and student learning, and the direction for school improvement.
Rationale/Comments:			

BUDGET

1. Budget is set, matched to expenditures, and is for the whole life of the grant cycle.

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



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

Title I 1003 g School Improvement Funds Letter of Intent

School District: _____

Superintendent: _____

The purpose of this letter is to inform the Wyoming Department of Education that our district intends to apply for Title I 1003 g School Improvement Funds for the follow school(s) (please refer to the 1003 g Tiered list of schools for those schools that are eligible to apply for these funds):

School	Principal
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Superintendent's Signature: _____

Date: _____

Please Return by **May 14, 2010** to:

Christine Steele,

Director

WDE Federal Programs Unit

Hathaway Building, 1st Floor

2300 Capitol Avenue

Cheyenne, WY 82002-0050