

eGrant Management System

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Applicant: 1301 Natrona #1 - Mountain View School Improvement
Application: 2010-2011 1003g School Improvement - A0 - Title I School Impro
Project Period: 7/1/2010 - 6/30/2011
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PURPOSE AND ELIGIBILITY

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

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

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

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

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

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.
- Transformation Model Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.
- Turnaround Model Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
- General The definition and requirements are further defined in the attached final requirements (Appendix C) under section I, A, 2

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

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

APPLICATION PROCEDURES AND SUBMISSION

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

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

Deadline for submission will be 5:00 p.m. M.T., July 12, 2010. This application will be submitted electronically via the WDE Grants Management System (GMS). Please contact the GMS Coordinator, Randall Butt, at 307-777-8739 to request access and establish login credentials for this grant application.

Please direct questions concerning this grant to:

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SELECTION AND PRIORITIZATION

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

PROJECT PERIOD AND 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)

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

EVALUATION OVERVIEW

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.

GRANT EVALUATION RUBRIC

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

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

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

3. Multiple data sources are present

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

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

GRANT EVALUATION RUBRIC

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

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

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

5. Contributing factors relate to the strengths and weaknesses.

* The contributing factors must be listed.

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

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

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

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

(c) Lack of effective instructional leadership.

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

(e) Failure to implement effective accommodations and modifications.

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

GRANT EVALUATION RUBRIC

INTERVENTION MODELS

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

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

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

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

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

€ NOT APPLICABLE - Tier III School

1. All Required elements are present.

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

2. For the Restart Model, the LEA has a rigorous review process to select a CSO, CMO, or EMO.

€ NOT APPLICABLE for the intervention selected (Closure, Transformation, or Turnaround Model)

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

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

GRANT EVALUATION RUBRIC

ACTION PLAN - ACTIVITIES

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

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

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

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

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

3. Activities are clearly described.

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

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

4. Timelines and dates for activities are specific.

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

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

GRANT EVALUATION RUBRIC

ACTION PLAN - PROFESSIONAL DEVELOPMENT

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

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.			
€	3 points - Purpose, procedures, and participants are specified for all activities.	€	2 points - Purpose, procedures, and participants are specified for most activities.
€		€	1 point - Purpose, procedures, and participants are specified for few activities.
€		€	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 part of the normal work routine.
 - * Feedback - Sustained support and attention through mentoring, dialog, and study groups.
 - * Transfer of Practice - Self-reflection, action, research, peer coaching or observations, and group problem solving.

Acceptable		Not Acceptable	
Professional Development is job-embedded and occurs at least monthly.			
€	3 points - Weekly/Bi-weekly job-embedded professional development activities are presented.	€	2 points - At least monthly job-embedded professional development activities are presented.
€		€	1 point - Professional development activities on a monthly basis are presented, but they are not job-embedded.
€		€	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.			
€	3 points - All activities include scheduled follow-up/support.	€	2 points - At least 75% of the activities include scheduled follow-up/support.
€		€	1 point - Less than 75% of the activities include scheduled follow-up/support.
€		€	0 points - Activities do not include scheduled follow-up/support.
Rationale/Comments:			

GRANT EVALUATION RUBRIC

ACTION PLAN - FAMILY AND COMMUNITY INVOLVEMENT

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

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

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

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

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

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

ACTION PLAN - MODIFYING POLICIES AND PRACTICES

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

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

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

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

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

GRANT EVALUATION RUBRIC

ACTION PLAN - FUNDING

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

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

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

2. Sufficient time is allocated to achieve the objectives.

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

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

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

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

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

GRANT EVALUATION RUBRIC

PROCEDURES FOR EVALUATING INDICATORS OF IMPLEMENTATION

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

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

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

* These evaluation procedures provide documentation of degree of implementation.

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

Example:

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

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

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

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

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

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

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

IMPLEMENTATION INDICATOR (GOALS)

1. Goals are directly linked to student learning.

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

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

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

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

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

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

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

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

GRANT EVALUATION RUBRIC

DESIRED OUTCOMES (OBJECTIVES)

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

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

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

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

BUDGET

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

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

LEA and SCHOOL INFORMATION

A. LEA Information

LEA Name*: <input type="text" value="Natrona County School District"/>	NCES ID Number*: <input type="text" value="00374"/>	
Name and Title of LEA Contact for Grant Application:		
Last Name*: <input type="text" value="bond"/>	First Name*: <input type="text" value="michael"/>	Middle Initial <input type="text"/>
Address1*: <input type="text" value="970 Glenn Road"/>	Telephone Number*: <input type="text" value="307"/> <input type="text" value="253"/> <input type="text" value="5253"/>	
Address2: <input type="text"/>		
City*: <input type="text" value="casper"/>	Zip* +4 <input type="text" value="82601"/> <input type="text"/>	
Email Address*: <input type="text" value="mike_Bond@ncsd.k12.wy.us"/>		

B. School Information

School Name*: <input type="text" value="Roosevelt High School"/>	NCES ID Number*: <input type="text" value="00256"/>	
School Principal - Last Name*: <input type="text" value="Trujillo"/>	First Name*: <input type="text" value="Shawna"/>	Middle Initial <input type="text"/>
Address1*: <input type="text" value="140 E K Street"/>	Telephone Number*: <input type="text" value="307"/> <input type="text" value="253"/> <input type="text" value="1400"/>	
Address2: <input type="text"/>		
City*: <input type="text" value="Casper"/>	Zip* +4 <input type="text" value="82604"/> <input type="text"/>	
Email Address*: <input type="text" value="Shawna_Trujillo@natronaschools.org"/>		
Grade Span*: <input type="text" value="9-12"/>	Poverty Rate*: <input type="text" value="38"/>	Current Graduation Rate*: <input type="text" value="28"/>

Title I Status

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

Roosevelt High School is eligible under the 1003 g Title I school improvement grants as a Tier II under performing school identified through the Wyoming Department of Education Statewide System of Support.

School Improvement Status:

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

Tier:

- Tier I
- Tier II
- Tier III

WAI VER 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.

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

PAWS NARRATIVE

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

Roosevelt High School is an alternative high school. NCSd is a school of choice district. Roosevelt students choose to attend RHS for a variety of reasons. Many students have chosen Roosevelt because of the small learning community structure. Many choose to come because of the high level of acceptance by teachers and students alike. All come because of the personalized, family oriented learning atmosphere. The vast majority of RHS students enter high school reading well below grade level. Most RHS students have not been successful in the traditional learning environment

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

Natrona County School District empowers every learner to grow, excel, and be successful contributors to the local/global community using the following five strategic goals: 1. Literate students-All students will read at grade level by the end of 3rd grade2. Excelling schools-NCSd will perform within the top 10% in Wyoming on state assessments3. Prepared Graduates-All NCSd students will graduate and be prepared for college or high-skills career4. Safe Healthy People-NCSd will maintain environments that are physically and mentally safe5. Efficient and effective operations-NCSd will be efficient in its operations and classroomsRoosevelt High School's mission is to continuously improve student achievement in reading and math in an effort to increase engagement as well as the on-time graduation rate for Roosevelt students. The district mission and Roosevelt mission are aligned in their commitment to student achievement, improved literacy rates and strong future focus for every student. Through the support of Natrona County School District, Roosevelt has aligned its academic expectations to support high standards for student achievement and a strong focus on systemic continuous improvement.

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

Focus meetings were conducted with the staff and the new principal. The focus of these meetings was to analyze student achievement data in PAWS, ACT, NWEA and AYP. These data driven conversations drove out the need to focus our efforts on reading and math. We know that we need to add additional time and opportunities to students for intervention in reading and math. Roosevelt has a 187% mobility rate. This is a pressing problem. Several interventions have been added to improve our relationships with students and help students to recognize the value in their education and goal setting.

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

The current needs assessment strongly suggests that Roosevelt must focus more strategically and intensively on the elements of reading tested in PAWS and NWEA. Our latest PAWS report calculates that 87% of Roosevelt's eleventh graders are not proficient in reading. Similarly, math scores on PAWS for the 08-09 school year reported that 93.8% of Roosevelt's eleventh graders were at the basic or below basic level in math. Roosevelt's graduation rate is hovering at 28%. These results are unacceptable, and MUST be improved. This will require an unrelenting focus on improved student achievement in reading, math and marked improvement in graduation rates.

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

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

Personalized instruction, talented committed teachers, small learning community- PLC model, small class size, strong focus on reading and math intervention, Personal and Social Responsibility curriculum implemented through a family style breakfast program (daily), UNWAIVERING commitment to student achievement and the personal success of every student, flexibility by the staff to make necessary changes to improve student success.

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

Limited staff size difficult to create a master schedule that meets the wide range of student needs, space limitations within the current facility, limited building funds to add interventions, low parent involvement.

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

. Increase graduation rateMove every student to grade level in reading Move every student to grade level in MathIncreased student engagement- lower our school mobility rateIncrease parent guardian involvement in the school and in their child's educationImprove classroom instruction through the schools PLC model

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

Transformation model

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

Natrona County Schools has developed and implemented a Data Review Process to identify underperforming schools and schools who excel in student achievement. This information is utilized to determine each school's level of recognition and support. The district School Support Team has identified a liaison who is assigned to Roosevelt to provide coaching and support to the principal, school improvement team, and school staff in analyzing student data, developing and implementing improvement plans and interventions. In addition, the School Support Team coordinates school improvement, accreditation, and monitoring activities and provides technical assistance to schools.

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

The Transformation model has begun with the hiring of a new principal and the creation of a Leadership team and Goal teams in the areas of Math, Reading, and Student engagement. The staff at Roosevelt has embraced the need to grow and the opportunities for improvement that the Title I 1003 g will provide. As a staff we recognize that we must FUNDAMENTALLY change the way we do our work in order to improve the outcome for students.

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

After hiring the new principal, the district began hosting meetings to formulate a plan for the future of Roosevelt High School. This plan included the application for the School Improvement grant, strategic planning, based on historical student achievement data, and climate surveys. The results of these meetings drove out the need to teach staff how to interpret relevant data. Once a clear understanding of the current needs at Roosevelt were established, the team began to identify areas of need, and priorities based on the schools weak performance in reading, math and graduation. Roosevelt has a very high student turn-over rate. Additionally, the team moved to develop a goal in the area of parent involvement.

ASSESSMENT DATA

Based on the reason(s) that this building is applying, you should upload 2009 PAWS data, Graduation Rate Data, or both.

2009 PAWS Data Upload

Files Uploaded: [Mobility rate.doc](#)

2009 Graduation Rate Data Upload

Files Uploaded: [Mobility rate.doc](#)

LEA CAPACITY

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

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

Does your LEA have capacity to serve Tier I Schools? Yes No

ADDITIONAL RESOURCES

Program List/Funding: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Response to Intervention - IDEA and/or Title I Funds	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Professional Learning Communities	<input type="radio"/>	0	<input type="radio"/>	<input type="radio"/>
Bridges Grant (either Extended Day or Year)	<input type="radio"/>	5	<input type="radio"/>	<input type="radio"/>
Pre-School Program(s)	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Title I School Improvement Funds	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Title I-D, Subpart A	<input type="radio"/>	4	<input type="radio"/>	<input type="radio"/>
Title II-A Teacher/Leader Quality Partnership	<input type="radio"/>	10	<input type="radio"/>	<input type="radio"/>
Title II-B - Math/Science Partnership	<input type="radio"/>	10	<input type="radio"/>	<input type="radio"/>
Title II-D Enhancing Education Through Technology Grant	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Title III Services to English Language Learners	<input type="radio"/>	9	<input type="radio"/>	<input type="radio"/>
McKinney-Vento Homeless Grant	<input type="radio"/>	4	<input type="radio"/>	<input type="radio"/>
GEAR-UP	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>

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

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

Ft. Washakie- WEaVE virtual program all content areas

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

University	Casper College- BOCES opportunities
Technical Institute	<input type="text"/>
Feeder School(s)	<input type="text"/>
Community	Boys and Girls Club- Breakfast prog
Business/Industry	<input type="text"/>
Private Grants	Mentoring grant through 2010 School
Other	<input type="text"/>

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

The Boys and Girls Club serves as the location for our daily Breakfast Program. Students are given a membership to the Boys and Girls Club, in hopes that they will access the Teen center at the B and G Club for healthy socialization and academic support. The Boys and Girls Club is going to partner with Roosevelt to implement a values clarification curriculum using the book Cowboy Ethics as the teaching tool. Through the BOCES program Casper College teaches dual credit courses for the students of Natrona County School District. Roosevelt High School has utilized BOCES funding to send students to the college for the Human Potential course. Through BOCES we teach the Dale Carnegie Generation Next course for students on the Roosevelt campus. GEAR UP provides opportunities and academic support for low income students during high school and post graduation planning, and financial assistance for college. Gear Up staff will come to Roosevelt during breakfast to work with eligible students. The School Safety Initiative will provide funding for mentoring opportunities for the students at Roosevelt. Through this grant Roosevelt will begin a mentoring program for all 9th grade students. Roosevelt will use the S.A.I.L. Student Assistance in Life model for lunch meeting program. Students will meet with their faculty advisor two times a week for lunch and focused conversation. The grant will provide training for staff and materials for students. The focus of the program is building resiliency, problem solving and communication skills. Our hope is that students will foster healthy relationships with adult mentors, tools for problem solving and healthy relationships with peers that will support their commitment to their own education and their future.

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

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 (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	X	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	X	
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 (e.g., 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

INTERVENTIONS / ACTION PLAN - Overview

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

School Closure Model

School Restart Model

School Turnaround Model

School Transformation Model

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

Full implementation must occur in the 2010-2011 school year.

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

INTERVENTIONS: SCHOOL CLOSURE MODEL - Implementation Indicator

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

INTERVENTIONS: SCHOOL CLOSURE MODEL - Activities/Action Plan

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

INTERVENTIONS: SCHOOL CLOSURE MODEL - Intervention Questions

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

INTERVENTIONS: SCHOOL RESTART MODEL - Implementation Indicator

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

INTERVENTIONS: SCHOOL RESTART MODEL - Activities/Action Plan

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

INTERVENTIONS: SCHOOL RESTART MODEL - Intervention Questions

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

INTERVENTIONS: SCHOOL TURNAROUND MODEL - Implementation Indicator

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

INTERVENTIONS: SCHOOL TURNAROUND MODEL - Activities/Action Plan

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

INTERVENTIONS: SCHOOL TURNAROUND MODEL - Intervention Questions

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

INTERVENTIONS: 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):

([count] of 2000 maximum characters used)

1)By 2014, all students will perform at the proficient level or better on PAWS reading/language arts assessments.2)By 2014, all students will perform at the proficient level or better on PAWS math assessments.3)By 2014, all students will graduate from high school on time.

Desired Outcomes (Objectives):

([count] of 2000 maximum characters used)

2010-11: 1) 35% of all students will be at the proficient level or better on PAWS reading/language arts assessment.2) 35% of all students will be at the proficient level or better on PAWS math assessment.3) 46% of students will graduate from RHS on time 2011-12: 1) 60% of all students will be at the proficient level or better on PAWS in reading/language arts assessment.2) 60% of all students will be at the proficient level or better on PAWS math assessment.3) 64% of students will graduate from RHS on time2012-13: 1) 80% of all students will be at the proficient level or better on PAWS in reading/language arts assessment.2) 80%of all students will be at the proficient level or better on PAWS math assessment.3) 82% of students will graduate from RHS on time2013-14: 1) 100% of all students will be at the proficient level or better on PAWS in reading/language arts assessment.2) 100% of all students will be at the proficient level or better on PAWS math assessment.3) 100% of students will graduate from RHS on time

Procedures for Evaluating Implementation Indicators:

([count] of 2000 maximum characters used)

The district Assessment and Research department staff will serve as partners in evaluating the success of the Transformation goals. Data for each goal will be monitored quarterly.

INTERVENTIONS: SCHOOL TRANSFORMATION MODEL - Activities/Action Plan

Activities and Action Plan: Full implementation must occur in the 2010-2011 school year.

Teachers and Leaders

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

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

Create stipends to pay teachers to participate in the districts redesign of the teacher evaluation tool 5 staff

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Kelly Hornby	09/01/2010	Introduction of pilot evaluation tool Dec. 2010	06/30/2011	7,500	0	0

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

Pay substitutes to cover teachers out for Evaluation design

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	09/01/2010	none available	06/30/2011	4,375	0	0

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

School Leadership team will travel to two successful/model HOPE Foundation schools (5 staff)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	Establish partnership with successful school Dec. 2010	06/30/2014	10,000	10,000	10,000

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

Provide Staff rewards and celebrations for improvement- public recognition, meals, school clothing

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo Superintendent	06/01/2011	Growth in reading, math, graduation rate	06/30/2014	10,000	10,000	10,000

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

Provide Stipends for ALL staff for improved graduation rate

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	06/01/2011	Graduation rate improves by 18% June 2011	06/30/2014	40,000	40,000	40,000
Total Cost By Year				71,875	60,000	60,000

Instructional and Support Strategies

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

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

Evaluate and monitor Quarterly Reading/Writing/Math Data plus dropout data

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo Assessment off	08/01/2010	Semester data review	06/30/2014	0	0	0

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

Hire SPARKS facilitator-literacy intervention

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Rick Zimmer, Nancy Ochs	08/01/2010	Improved literacy Dec 2010 NWEA winter window	06/30/2014	58,000	62,000	64,000

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

Hire certified Literacy Tutor

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	Use the NCSD tutor model	06/30/2014	78,000	82,000	85,000

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

Hire Instructional Facilitator in Year 2

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2011	not applicable	06/30/2014	0	84,000	88,000

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

Add five additional professional development days for all teachers 15

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	07/01/2011	Summer teacher institute July 2011	06/30/2014	22,500	22,500	22,500

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

Substitute teachers for professional development days within the school year 26

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	not applicable	06/30/2014	4,550	4,550	4,550

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

Purchase two additional Promethian SMART boards for enhanced classroom instruction Purchase four ELMO projection systems to enhance student engagement and participation in learning

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	Training during Fall inservice	06/30/2014	8,600	0	0

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

Purchase reading materials to support the SPARKS-brain based remediation program Provide TAYLOR Reading site license 50 students

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Nancy Ochs	08/01/2010	not applicable	06/30/2014	10,000	7,500	7,500
Total Cost By Year				181,650	262,550	271,550

Time and Support

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

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

Provide Extra salary for 5 teachers teaching an overload-6th Remediation block two semesters each

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	Added intervention for at-risk students Dec 2010	06/30/2014	65,000	65,000	65,000

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

Implement 5 Extra days for teacher professional development

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	07/01/2011	July Institute	06/30/2014	22,500	24,000	26,000

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

Create Stipends for teachers providing learning opportunities for parents (Parent University)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	09/01/2010	Monthly parent nights, lunch, or breakfast meeting to support parental involvement	06/30/2014	4,000	4,000	4,000

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

Provide food and drinks for Parent University meetings

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	Evaluate each meeting	06/30/2014	5,000	5,000	5,000

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

Provide incentives to parents and students for attending

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	Evaluate each meeting	06/30/2014	5,000	5,000	5,000

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

Implement PLC's supported through an external partner

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	End of year data review 2011	06/30/2014	0	0	0
Total Cost By Year				101,500	103,000	105,000

Governance

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

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

Provide External partner support Failure is Not an Option

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Shawna Trujillo	08/01/2010	Create a strategic plan Sept. 2010	06/30/2014	68,000	53,000	50,000

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

Provide consultation with District School Support Team

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Mike Bond	09/01/2010	Annual Monitoring visits held	06/30/2014	0	0	0

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

Conduct District Data Review to assess results

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	Estimated Cost		
				SY 2010-2011	SY 2011-2012	SY 2012-2013
Assessment and Curriculum	09/01/2010	Pilot review and scoring	06/30/2014	0	0	0
Total Cost By Year				68,000	53,000	50,000

LEA-Level Activities

Please list all LEA-Level activities/costs.

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

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

Total Cost By Year	0	0	0
Total Cost for All Activities by Year	423,025	478,550	486,550

INTERVENTIONS: SCHOOL TRANSFORMATION MODEL - Intervention Questions

Specific Intervention Questions

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

([count] of 2000 maximum characters used)

The district used the Targeted Selection process for the selection of the new principal. Interested candidates completed a qualifications match to determine their strengths and administrative competencies. The Superintendent's Cabinet screened all applicants through the qualifications match to determine the interview pool. A team from Roosevelt that included certified staff, classified staff and parents joined a district level team to design and conduct the interview questions based on building and district level needs. The interview team interviewed the eligible candidates and made a recommendation to the Superintendent.

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

([count] of 2000 maximum characters used)

The Local Education Agency has currently developed a new evaluation tool for an administrator that focuses on instructional leadership. In addition to this the district is currently developing, implementing and piloting a new evaluation tool for teachers that will focus on instructional strategies, state standards alignment, classroom management, and adherence to new research-based instructional programs and behavior models implemented by respective schools in the district. Both, the teacher and principal evaluation tools have an added section for improved student achievement. Roosevelt High School teachers and Principal will pilot these evaluation tools beginning August of 2010.

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

([count] of 2000 maximum characters used)

The redesign of the evaluation tools was done through a team of teachers and administrators. This new process will be rolled-out to the staff at RHS in August.

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

([count] of 2000 maximum characters used)

A major addition to the evaluation tool is a student achievement focus. Each teacher and principal will be required to reflect on the achievement data of their students, and demonstrate how this data is impacting their instruction and planning.

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

([count] of 2000 maximum characters used)

The district will implement a series of authentic celebrations focused on growth and achievement of goal and benchmarks. These may include: public recognition, incentives and stipends. This process is being developed at the district level. Roosevelt was granted an alternative staffing model that keeps the student to teacher ratio low. The district has protected RHS staffing from reductions due to enrollment changes. In the spring when teachers may be reassigned to new schools based on staffing adjustments, RHS is not required to absorb displaced teachers. This helps to protect the collaborative structure at RHS as well as maintaining a high teacher standard.

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

([count] of 2000 maximum characters used)

Roosevelt High School has chosen a concentrated block schedule that allows students the opportunity to work intensively in five courses, every day for nine weeks to earn .5 credits in each course. This is an acceleration of the traditional 18 week semester. Additionally, all students earn .5 credits for a Personal and Social Responsibility course that is delivered through a family style breakfast program every day. Students are assigned to a family group for breakfast and cross grade level conversation around issues that affect them as students. This is an opportunity to bring community resources to students. All 9th grade students will participate in a staff lead mentoring group during lunch, two days a week. This is an opportunity for teachers and students to check-in with each other through the use of the S.A.I.L. curriculum and model. This will build relationships and supports for students as they move through their education at Roosevelt High School.

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

([count] of 2000 maximum characters used)

Teachers will choose and evaluate each professional development opportunity based on the goals of the school and the focus of the PLC's. Evaluation forms, based on the school goal and strategic plan, will be used to evaluate every professional development opportunity. Professional development will be chosen and tailored to meet the goal and objectives of the schools strategic plan. Professional development will be conducted OUTSIDE of student learning time, in an effort to maximize student teacher learning time.

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

([count] of 2000 maximum characters used)

Roosevelt has chosen to work with The HOPE Foundation-Failure is Not an Option as an external partner. The principles of FNO will drive our PLC's and our data driven decision-making process. All teachers will work in PLC groups around improved student achievement on the areas of math, reading, and improved graduation rate. It will be the principal's responsibility to insure that teachers learn how to use data to drive their instruction. Every teacher will use NCSD's formative assessment process reading, writing and math rubrics to gauge student progress. Progress monitoring in math and reading will become a focus for Roosevelt teachers. Students at Roosevelt will participate in the winter and spring windows of NWEA in reading and math, in an effort to maintain a laser-like focus on improved student achievement in reading and math.

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

([count] of 2000 maximum characters used)

Roosevelt has added a 6th block to the instructional day. We have five additional classes being offered. We have a math remediation class elective credit using the ADDvantage Math Strategies model SPARKS Reading using the SPARKS brain based activity model and Taylor Reading model, Spanish to insure that every RHS graduate is Hathaway eligible Personal and Social Responsibility, and Work Study. Roosevelt teachers will participate in five additional professional development days during the summer and winter break. These days will focus on designing effective classroom instruction, collaborative teaching, as well as additional time with our external partner Failure is Not an Option

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

([count] of 2000 maximum characters used)

Monthly Parent University will be provided to encourage parent buy-in and support for the work of RHS in promoting graduation and college preparation and high skills training for ALL Roosevelt students. These meetings and seminar style classes will focus on topic that supports high academic and personal standards that will build habits of mind around achievement. Topics will include, Hathaway opportunities, drug and alcohol related issues, college readiness and community support for adolescent issues.

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

([count] of 2000 maximum characters used)

Natrona county schools used shared and site-based decision-making to address governance, staffing, instructional programming and budget. The school principal and teachers make decisions regarding hiring of staff, instructional methods and materials, leadership team model and budget planning.

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

([count] of 2000 maximum characters used)

Roosevelt will enlist the support of an external partner to maintain the focus on continuous improvement. Our district's strategic plan will place added emphasis on accelerated improvement for Roosevelt. The district will be piloting a data review process for high schools. This collaborative scoring of school data will focus on status and growth through selected data points.

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

([count] of 2000 maximum characters used)

NATRONA COUNTY SCHOOL DISTRICT SUPPORTS SITE-BASED DECISION-MAKING FOR MAJOR ISSUES RELATED TO GOVERNANCE, STAFFING, INSTRUCTIONAL PROGRAMMING, AND BUDGET. EACH SCHOOL, INCLUDING ROOSEVELT HIGH SCHOOL, ESTABLISHES A COLLABORATIVE MODEL OF GOVERNANCE TO DISTRIBUTE LEADERSHIP AMONG THE PRINCIPAL AND TEACHERS. BUILDING PRINCIPALS USE AN INCLUSIVE APPROACH TO THE SELECTION AND HIRING OF STAFF, INVOLVING

TEACHERS, STAFF AND PARENTS. WHILE THE DISTRICT HAS ESTABLISHED CLEAR CURRICULUM AND LEARNING TARGETS, ROOSEVELT HAS FLEXIBILITY IN THE SELECTION OF INSTRUCTIONAL METHODS AND MATERIALS. THE ROOSEVELT HIGH SCHOOL PRINCIPAL, TEACHERS, PARENTS, AND STAFF HAVE FLEXIBILITY IN BUDGET DECISIONS. ANNUALLY, BUDGET ALLOCATIONS ARE DISSEMINATED TO SCHOOLS FOR MATERIALS, EQUIPMENT, SUPPLIES, TECHNOLOGY, AND PROFESSIONAL DEVELOPMENT, FOR WHICH THE SCHOOL PRINCIPAL AND LEADERSHIP TEAM DEVELOPS A LINE ITEM BUDGET.

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

([count] of 2000 maximum characters used)

A Leadership team as well as Goal teams have been built to support student achievement at RHS. Every teacher will participate in either the Leadership team or a goal team.

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

([count] of 2000 maximum characters used)

Natrona County Schools has formed a School Support Team to provide on-going technical assistance and support to schools. The team facilitates the use of data to determine student's instructional needs, curriculum and instructional planning, professional development for school principals and teachers, and formative, short cycle-predictive assessments for monitoring. In addition, the team supports the development of continuous improvement through demonstration schools, coaching, and technical assistance. Finally, the team conducts annual monitoring visits to schools to determine strengths, opportunities for improvement, and recommendations related to accreditation and continuous school improvement.

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

([count] of 2000 maximum characters used)

na

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

([count] of 2000 maximum characters used)

na

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

[Instructions](#)

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to \$71,875

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
94-School and Community Support <input type="checkbox"/>	51875	0	0	20000	0	\$71,875	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$51,875	\$0	\$0	\$20,000	\$0	\$71,875	

[Create Additional Entries](#)

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to \$181,650

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
82-Support Services <input type="checkbox"/>	131350	31700	0	0	18600	\$181,650	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$131,350	\$31,700	\$0	\$0	\$18,600	\$181,650	

[Create Additional Entries](#)

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to \$101,500

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
96-Staff Development <input type="checkbox"/>	74000	17500	0	10000	0	\$101,500	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$74,000	\$17,500	\$0	\$10,000	\$0	\$101,500	

[Create Additional Entries](#)

Governance:
Based upon activities specified for this school, budget details for this section should sum to \$68,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
49-Parent / Family Involvement <input type="checkbox"/>	0	0	68000	0	0	\$68,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$68,000	\$0	\$0	\$68,000	

[Create Additional Entries](#)

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

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

[Create Additional Entries](#)

***** TOTALS *****	\$257,225	\$49,200	\$68,000	\$30,000	\$18,600	\$423,025
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$423,025	(F) Total budgeted above	\$423,025
(B) Capital Outlay Costs	\$18,600	(G) Budgeted Indirect Cost	8357
(C) Allowable Direct Costs (A-B)	\$404,425	(H) Total Budget (F+G)	\$431,382
(D) Indirect Cost Rate %	2.1100		
(E) Maximum Indirect Cost (C*(D/1+D))	\$8,357		

Calculate Totals

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

[Instructions](#)

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to \$60,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
94-School and Community Support <input type="checkbox"/>	40000	0	0	20000	0	\$60,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$40,000	\$0	\$0	\$20,000	\$0	\$60,000	

[Create Additional Entries](#)

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to \$262,550

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
96-Staff Development <input type="checkbox"/>	204950	50100	0	0	7500	\$262,550	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$204,950	\$50,100	\$0	\$0	\$7,500	\$262,550	

[Create Additional Entries](#)

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to \$103,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
49-Parent / Family Involvement <input type="checkbox"/>	75200	17800	0	10000	0	\$103,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$75,200	\$17,800	\$0	\$10,000	\$0	\$103,000	

[Create Additional Entries](#)

Governance:
Based upon activities specified for this school, budget details for this section should sum to \$53,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
82-Support Services <input type="checkbox"/>	0	0	53000	0	0	\$53,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$53,000	\$0	\$0	\$53,000	

[Create Additional Entries](#)

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

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

[Create Additional Entries](#)

***** TOTALS *****	\$320,150	\$67,900	\$53,000	\$30,000	\$7,500	\$478,550
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$478,550	(F) Total budgeted above	\$478,550
(B) Capital Outlay Costs	\$7,500	(G) Budgeted Indirect Cost	9733
(C) Allowable Direct Costs (A-B)	\$471,050	(H) Total Budget (F+G)	\$488,283
(D) Indirect Cost Rate %	2.1100		
(E) Maximum Indirect Cost (C*(D/1+D))	\$9,733		

Calculate Totals

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

[Instructions](#)

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to \$60,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
94-School and Community Support <input type="checkbox"/>	40000	0	20000	0	0	\$60,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$40,000	\$0	\$20,000	\$0	\$0	\$60,000	

[Create Additional Entries](#)

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to \$271,550

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
96-Staff Development <input type="checkbox"/>	212150	51900	0	0	7500	\$271,550	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$212,150	\$51,900	\$0	\$0	\$7,500	\$271,550	

[Create Additional Entries](#)

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to \$105,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
49-Parent / Family Involvement <input type="checkbox"/>	86800	18200	0	0	0	\$105,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$86,800	\$18,200	\$0	\$0	\$0	\$105,000	

[Create Additional Entries](#)

Governance:
Based upon activities specified for this school, budget details for this section should sum to \$50,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI - 1003g-School_Improve Funds	Delete Row
82-Support Services <input type="checkbox"/>	0	0	50000	0	0	\$50,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$50,000	\$0	\$0	\$50,000	

[Create Additional Entries](#)

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

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

[Create Additional Entries](#)

***** TOTALS *****	\$338,950	\$70,100	\$70,000	\$0	\$7,500	\$486,550
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$486,550	(F) Total budgeted above	\$486,550
(B) Capital Outlay Costs	\$7,500	(G) Budgeted Indirect Cost	9899
(C) Allowable Direct Costs (A-B)	\$479,050	(H) Total Budget (F+G)	\$496,449
(D) Indirect Cost Rate %	2.1100		
(E) Maximum Indirect Cost (C*(D/1+D))	\$9,899		

Calculate Totals

Budget (Read Only)

[Instructions](#)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
20	Coordination of Services						
36	Instruction (Public)						
49	Parent / Family Involvement	162,000	36,000	68,000	10,000		276,000
60	Public School Choice						
81	Summer School Activities						
90	ELL Activities						
91	Extended Day Activities						
94	School and Community Support	131,875		20,000	40,000		191,875
82	Support Services	131,350	31,700	103,000		18,600	284,650
96	Staff Development	491,100	119,500		10,000	15,000	635,600 44.88 %
Total Direct Costs		916,325	187,200	191,000	60,000	33,600	1,388,125 98.02 %
Approved Indirect Cost X 2.1100%							27,989
Total Budget							1,416,114

Appendix A - Part 1

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

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

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

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

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

Identifying Tier I Schools

Tier I schools consist of the following:

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

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

Identifying Tier II Schools

Tier II schools consist of the following:

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

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

Identifying Tier III Schools

Tier III schools consist of the following:

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

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

Appendix A - Part 2

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

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

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

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

Overall ranking of schools 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.

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	
		Rawlings 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		

Appendix B

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

District	NCES Agency ID #	School	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Fremont #14	5604450	Wyoming Indian Elementary School	00226	X				
		Wyoming Indian Middle School	00386	X				
		Wyoming Indian High School	00441			X		X
Fremont #21	5602820	Ft. Washakie Charter High School	00354	X		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		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		
		Mountain View Elementary School	00248	X				
		Roosevelt High School	00256		X		X	

Appendix B

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

District	NCES Agency ID #	School	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
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
		Expedition Academy	00164	X			X	
		Truman Elementary	00425			X		X
Sweetwater #2	5605762	Colter Elementary	00289			X		
Teton #1	5605830	Jackson Elementary	00313			X		
		Summit High School	00512		X			
		Horizon Altnerative School	00376		X			
Uinta #1	5602760	North Evanston Elementary	00433			X		
Uinta #4	5604500	Aspen Elementary	00462			X		
		Mountain View Middle School	00388			X		

Appendix C - Section I

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

I. SEA Priorities in Awarding School Improvement Grants:

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

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

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

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

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

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

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

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

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

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

Appendix C - Section II

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

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

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

B. SEA requirements.

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

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

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

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

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

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

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

Appendix C - Section III

III. Reporting and Evaluation:

A. Reporting metrics.

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

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

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

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

B. Evaluation.

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

Appendix D

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

The Turnaround Model

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

The Restart Model

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

The Transformation Model

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

School Closure Model

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

ASSURANCES

The recipient hereby assures that:

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

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

The assurances were fully agreed to on this date:

Submit

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The application has been approved.

Assurances	7/9/2010
Consistency Check was run on:	9/7/2010
LEA Data Entry	
LEA Administrator submitted the application to WDE on:	9/7/2010
Grant Admin - Final Review completed on:	9/7/2010

Application History (Read Only)

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Status Change	User Id	Action Date
Final Application Review	Christine Steele	09-07-2010
Submitted to WDE	Michael Bond	09-07-2010
Returned for Changes	Christine Steele	08-30-2010
Submitted to WDE	Michael Bond	08-30-2010
Returned for Changes	Christine Steele	08-30-2010
Submitted to WDE	Michael Bond	08-30-2010

Page Review Status

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1003g School Improvement

Page Status

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Amendment Description

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1. Is this an amendment to an original application?

Yes

No

Please describe the reason for the Amendment in the space below. Clear out all information from prior Amendments.

Specify the date the amendment was created (mm/dd/yyyy):

Please describe what has changed. ([count] of 2000 maximum characters used)

