

eGrant Management System

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Applicant: 0203 Big Horn #3

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

Cycle: Amendment 1

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

Please direct questions concerning this grant to:

Dr. David J. Holbrook
Wyoming Department of Education, Federal Programs Unit
2300 Capitol Avenue, Hathaway Building, 1st Floor
Cheyenne, WY 82002-0050
307-777-6260
david.holbrook@wyo.gov

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

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

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

GRANT EVALUATION RUBRIC

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

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

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

3. Multiple data sources are present

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

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

GRANT EVALUATION RUBRIC

COMPREHENSIVE NEEDS ASSESSMENT

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

- * Is the information presented an accurate reflection of the data? Has the school missed pertinent information?
- * The STRENGTHS should be derived from the strengths in the Accountability Data. Review all summary sheets to determine the strengths.
- * The WEAKNESSES should be derived from the weaknesses in the Accountability Data. Analyze the Reports, Summaries, Subgroup Percent Proficient, DRA, DIBELS, PAWS, PAWS Ait MAP, LEA Assessments (DRA, DIBELS, etc...), attendance, graduation and dropout rates to determine the weaknesses.

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

5. Contributing factors relate to the strengths and weaknesses.

- * The contributing factors must be listed.
- * Look for things that are most directly related to student learning and that the school has the most control over (not parental involvement, but something like the 'Taught' Curriculum).
- * May have multiple factors for one strength/weakness. For example, if the weakness is in the reading comprehension, possible contributing factors may be:
 - (a) Teacher's lack of effective instructional strategies, such as High Order Thinking Skills.
 - (b) Lack of effective alignment of taught curriculum to standards and Grade Level Expectations.
 - (c) Lack of effective instructional leadership.
 - (d) Lack of effective time management, a schoolwide positive behavior support system, and/or an attendance policy.
 - (e) Failure to implement effective accommodations and modifications.

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

GRANT EVALUATION RUBRIC

INTERVENTION MODELS

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

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

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

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

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

€ NOT APPLICABLE - Tier III School

1. All Required elements are present.

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

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

€ NOT APPLICABLE

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

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

GRANT EVALUATION RUBRIC

ACTION PLAN - ACTIVITIES

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

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

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

* Administrators, teachers, and others share in responsibility.

* Position titles of the responsible person(s) must be listed.

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

3. Activities are clearly described.

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

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

4. Timelines and dates for activities are specific.

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

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

GRANT EVALUATION RUBRIC

ACTION PLAN - PROFESSIONAL DEVELOPMENT

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

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

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

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

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

ACTION PLAN - MODIFYING POLICIES AND PRACTICES

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

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

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

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

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

GRANT EVALUATION RUBRIC

ACTION PLAN - FUNDING

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

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

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

2. Sufficient time is allocated to achieve the objectives.

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

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

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

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

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

GRANT EVALUATION RUBRIC

PROCEDURES FOR EVALUATING INDICATORS OF IMPLEMENTATION

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

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

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

* These evaluation procedures provide documentation of degree of implementation.

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

Example:

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

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

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

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

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

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

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

IMPLEMENTATION INDICATOR (GOALS)

1. Goals are directly linked to student learning.

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

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

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

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

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

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

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

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

GRANT EVALUATION RUBRIC

DESIRED OUTCOMES (OBJECTIVES)

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

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

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

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

BUDGET

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

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

GRANT EVALUATION RUBRIC

Funding or Impact Study

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

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

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

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

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

LEA and SCHOOL INFORMATION

A. LEA Information

LEA Name*:	NCES ID Number*:	
<input type="text" value="Big Horn County School District #3"/>	<input type="text" value="5603170"/>	
Name and Title of LEA Contact for Grant Application:		
Last Name*:	First Name*:	Middle Initial
<input type="text" value="Schlattmann"/>	<input type="text" value="Sara"/>	<input type="text" value="A"/>
Address1*:	Telephone Number*:	
<input type="text" value="636 14th Ave North"/>	<input type="text" value="307"/> <input type="text" value="765"/> <input type="text" value="9511"/>	
Address2:	<input type="text"/>	
City*:	Zip* +4	
<input type="text" value="Greybull"/>	<input type="text" value="82426"/> <input type="text"/>	
Email Address*:	<input type="text" value="sschlattmann@bgh3.k12.wy.us"/>	

B. School Information

School Name*:	NCES ID Number*:		
<input type="text" value="Greybull Middle School"/>	<input type="text" value="5603170"/>		
School Principal - Last Name*:	First Name*:	Middle Initial	
<input type="text" value="Verosky"/>	<input type="text" value="Jeff"/>	<input type="text"/>	
Address1*:	Telephone Number*:		
<input type="text" value="636 14th Ave North"/>	<input type="text" value="307"/> <input type="text" value="765"/> <input type="text" value="2311"/>		
Address2:	<input type="text"/>		
City*:	Zip* +4		
<input type="text" value="Greybull"/>	<input type="text" value="82426"/> <input type="text"/>		
Email Address*:	<input type="text" value="jverosky@bgh3.k12.wy.us"/>		
Grade Span*:	Poverty Rate*:	Current Graduation Rate*:	
<input type="text" value="6-8"/>	<input type="text" value="41"/>	<input type="text" value="92"/>	

Title I Status

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

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

WAIVER REQUEST

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

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)

The historic town of Greybull, founded in 1909, lies west of the Big Horn Mountains and east of Yellowstone Park on Highway 14 and is located in Big Horn County. The 1800 residents are offered many amenities often reserved for larger areas. Some of the recreational attractions include: a museum, a golf course, an indoor swimming pool, a roller skating rink, a tennis court and three city parks. Greybull also boasts a weekly paper, a radio station, a library, a fine arts league, and medical facilities. The largest employers in the county include the Burlington Northern Sante Fe Railroad, hospitals, bentonite plants, county and school districts. Cost of living is below the state average and below the national average. There is no state income tax. Surrounding areas provide opportunities for fishing, hunting, skiing, hiking, snowmobiling, and mountain biking. Historical attractions in these areas include Medicine Wheel National Historical Landmark, Lower Shell Valley Stone School and Red Gulch Dinosaur Tracks site. Greybull, Shell, Emblem and the surrounding rural areas make up Big Horn County School District #3. The district is comprised of three schools: elementary, middle, and high school. District enrollment is approximately 490 students, and the district employs 52 certified staff members and 49 classified staff members. Current enrollment at the middle school is 133 students: there are 12 certified staff and 7 classified staff employed. 42% of our students receive free or reduced lunch and 10% of our students are ELL population which presents academic as well as social/emotional challenges. A recent professional development effort, SIOp (Sheltered Instruction Observation Protocol), has a focus on research based, teaching strategies that assist all students, especially ELL and low SES students.

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

Greybull Middle School's mission statement is to make success by using data driven information and utilizing interventions to celebrate teaching and learning. Their main focus areas are reading, math and behavior. They align because they are all subcomponents of the district mission. Each of these three areas can be tied back to a district initiative that is happening currently or is planned for the upcoming year. All of our schools have made reading and math a priority. We know that by determining individual strengths and weaknesses and utilizing an RTI approach we can start to make a difference for every student.

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)

Our comprehensive needs assessment is comprised of a variety of informational components. In this case, our primary subgroups are ELL, Free Lunch, and Special Education. We have looked at PAWS data for our school as a whole and disaggregated by subgroup. It was looked at in comparison of class to class and longitudinally over time. In addition, we look at NWEA Map data, and the use of progress monitoring tools in reading and math. Also included is the use of climate survey data that is derived from an annual survey given to teachers, students and staff and parents. Teacher feedback, professional development feedback, technology assessment data, and behavioral data also are utilized to form a comprehensive plan of action. In addition, we solicited feedback through a parent survey given out to all students K-8 relative to parent involvement and their knowledge of Title I.

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

The main thing that our student data tells us is that we have at least 25 percent of our middle school students who are not proficient readers and at least 30 percent of our middle school students are not proficient in math. When we further break that down in to subgroup data, we find that our ELL, F/R lunch and IDEA subgroups are primarily not proficient in math and reading. Comparing each of these groups to their counterparts shows a definite need to target these groups for intervention. On the positive side, when we look at trend data from 2009-10 to 2010-11, we are beginning to see a positive trend overall for most grades in reading. This was the case when we referred to MAP data. Looking at the PAWS data for two years showed there was a slight dip in reading at the 6th grade level. For math, we saw both our six grade and seventh grade show positive growth using MAP but not with our eighth grade, although we did see improvement from our below basic to basic category. Looking at data beyond student achievement, we look to parent survey data where the majority of parent responses about school climate are positive. The areas most noted as needing improvement are with harassment, substance abuse and sense of community. All three of these showed that parents were either indecisive or disagreed 30 percent of the time. Overall it appears that the climate within the school is positive, safe and inviting. Teacher survey data showed that continued professional development was important and the technology assessment clearly pointed to the need for further technology training. Perception data, more informal in nature, points to the need for a more positive environment where employing a PBIS initiative will help.

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

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

We recognize the importance of reading as it effects every other subject area. We implemented a core reading curriculum last year that appears to be helping. We recognized that all of the teachers must be reading teachers. We have begun to identify students utilizing an RTI model and know that we need to apply separate interventions to students to address their deficiencies. The RTI process works utilizing MAP data and teacher input. Students are grouped based off of scores and relative deficiencies. Teachers are assigned groups and interventions and activities to work with their groups. Followup discussion and progress monitoring helps to decipher when students are still not having success. Due to the size of the school, it is a group wide PLC versus more specific content PLC discussion. Data boards are created for discussion on students although this is still in its infancy. We are having great collaboration among teachers who are all on board with the idea of individual instruction based on need. We also have begun to embrace student data as a tool to make informed decisions. The staff genuinely cares for the students and wants their students to succeed.

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

We are at an early stage of adoption of the data as a tool and truly need more instruction on how to use the data we have to place students appropriately into an effective intervention. In addition, we have interventions that we are not utilizing properly or with fidelity and we need to identify those that need more training and those that we know are effective and get good at them. In addition, we need better instruction on how to identify that an intervention is not working and how to adjust. Looking at data shows us that free and reduced, IDEA and ELL are still are lowest performing students and yet we have not found a good way to turn that trend around. We are also not yet fully implementing SIOp strategies into classrooms. We know this comes with time, but it would still be considered a weak area. And finally, we are still very new at the use of PBIS as a support mechanism for building a well rounded student.

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)

Training in reading (in the content area and specific to intervention) and the use of a reading specialist. Training in math teaching strategies. Training and implementation of our staff evaluation system. Continued and more in depth training with RTI and SIOp. Extended time for learning (before, after and during summer). Resources for interventions. Behavior expectations and the use of PBIS. Transition collaboration between teachers in the school and between schools and transitional plans for students. Additional collaboration time for RTI and content areas.

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)

We will be implementing the transformational 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)

Our district fully supports the Greybull Middle School in its effort to use the School improvement FUNds. Our structure is in place with a new principal, a highly qualified staff, and a sound budget to support initiatives. These funds will be a supplement to the funding and budgeting already set forth within the school framework. The supplemental funding of SIG will be used to boost the level of instruction to the teachers and the students and to provide more focused efforts in professional development. A grants facilitator will work directly with the external provider, principal, administration and staff to ensure the proper and complete implementation of the grant as well as the accountability, monitoring and evaluation of the effectiveness.

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

Transformation starts at the top. We have hired a principal with experience in a middle school setting and with the knowledge of RTI that will enable the school to further implement RTI. This year we adopted a new evaluation tool that is more focused and combines teacher evaluation with student achievement. We know that proficient reading is a critical component to success in education. Our focus on reading in the content area, reading intervention and the use of a reading specialist will drive this point home and with this focused effort we intend to see improvement. We also feel that the focus on reading will be a key component to increased success in mathematics. In addition, we feel that we need all of our teachers to be able to enforce good reading in their classroom and to be able to support all students in mathematics. Increased professional development in these two areas will help. We know that our sub group populations of ELL, IDEA and Free Lunch are the majority of the students falling short of proficiency, we want to identify their deficiencies using the RTI process and emphasize continued use of sheltered instruction techniques to help these struggling students using strategies that are proven effective. We feel that providing extended learning and collaboration time will be useful for struggling students and for teachers as they address

the needs of all students. Budgeting for this type of additional time will allow student more one on one support after the lessons have been taught. Finally, success in academics can also be effected by behavior. A solid PBIS plan will allow the school to address the emotional and social issues of students and staff. As we address these issues and provide a positive learning environment we should see a direct correlation with academic success.

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)

The transformation model made the most sense for us. We were in the process of transitioning to a new principal and this grant opportunity was in our minds during the interview process. We asked specific questions in our principal interview which was comprised of teachers, administration, board members and parents. In addition, once we knew that this opportunity might exist, we brainstormed administratively about the powerful effects this grant could have on our district and more specifically our middle school. We worked collaboratively to devise a plan and ask for input from our middle school staff. In addition, we informed our stakeholders in a public forum (school board meeting) of the opportunity this presents to us. Multiple meetings with the principal, staff and key administration has lead to this plan.

ASSESSMENT DATA

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

2011 PAWS Data Upload

Files Uploaded: [PAWS for SIG grant-20110928122626-0203000bhall.xlsx](#)

2011 Graduation Rate Data Upload

Files Uploaded: Upload directory does not exist. Cannot view uploaded files.

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.

If an LEA has one or more Tier I, Tier II, and Tier III Schools	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
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I Schools only	Each Tier I school it has capacity to serve
Tier II Schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III Schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

Does your LEA have any Tier I Schools?

Yes No

ADDITIONAL RESOURCES

Program List/Funding: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Response to Intervention - IDEA and/or Title I Funds	<input type="checkbox"/> b	<input type="text" value="2"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Professional Learning Communities	<input type="checkbox"/> b	<input type="text" value="4"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Bridges Grant (either Extended Day or Year)	<input type="checkbox"/> b	<input type="text" value="4"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Pre-School Program(s)	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Title I School Improvement Funds	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Title I-D, Subpart A	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Title II-A Teacher/Leader Quality Partnership	<input type="checkbox"/> b	<input type="text" value="10"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Title II-B - Math/Science Partnership	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Title II-D Enhancing Education Through Technology Grant	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Title III Services to English Language Learners	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> b
McKinney-Vento Homeless Grant	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
GEAR-UP	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Other: <input type="text"/>	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Other: <input type="text"/>	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Other: <input type="text"/>	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e
Other: <input type="text"/>	<input type="checkbox"/> e	<input type="text"/>	<input type="checkbox"/> e	<input type="checkbox"/> e

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

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

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

University	<input type="text" value="Northwest Community College"/>
Technical Institute	<input type="text"/>
Feeder School(s)	<input type="text" value="Greybull Elementary School"/>
Community	<input type="text" value="BBBS - Suicide Prevention Coalition"/>
Business/Industry	<input type="text"/>
Private Grants	<input type="text"/>
Other	<input type="text" value="SBHC Coalition"/>

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

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

Data for USED

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

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

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

Additional Indicator

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

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

Please check here that you are uploading the requested information.

Files Upload:

Upload directory does not exist. Cannot view uploaded files.

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

PAWS Data and Analysis

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

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

Files Upload:

Upload directory does not exist. Cannot view uploaded files.

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

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 2011-2012 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.

School Closure Preimplementation Activities

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

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

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

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

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.

School Restart Preimplementation Activities

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

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

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

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

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.

School Turnaround Preimplementation Activities

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

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

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

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

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)

All students will show at least one years growth in one years time with the desired result being that all students move toward proficient and advanced status. Our indicator will be that for each of the next three years we will have five percentage points growth toward proficiency from our basic and below basic students in both reading and math at each grade level as measured by PAWS.

Desired Outcomes (Objectives):

([count] of 2000 maximum characters used)

In order to accomplish this we have the following desired objectives: 1) Increased use of student data utiliznig the RTI model to place students in appropriate interventions. 2) Continued professional development with RTI and Sheltered Instruction Observation Protocol to target our subgroups. 3) Increased and intense professional development in reading strategies, reading in the content area and math strategies. 4) Positive climate within the school through the implementation of PBIS. 5) Extended school time for both students and staff.

Procedures for Evaluating Implementation Indicators:

([count] of 2000 maximum characters used)

Evaluation of this goal will be with PAWS, however periodic formative assessment data (MAP) will be used to progress monitor our instruction to ensure that we meet our implementation goal. In addition, progress monitoring specific to each learners level will also be occuring at least quarterly.

INTERVENTIONS: SCHOOL TRANSFORMATION MODEL - Activities/Action Plan

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

Teachers and Leaders

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

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

Followup and/or enhanced training on the McRel Evaluation System for teachers and principal. This training will be follow up for existing staff and a chance to share out issues from the previous year. In addition it ensures that any new staff will be adequately trained in the system. This is not just technical training. It includes collaboration time among the staff to better understand the system and utilize it to the full potential.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	11/01/2011	1/15/2012 - Solidify training for the summer/beginning of school on updates to McRel. This milestone will occur annually.	09/01/2012	5,000	5,000	5,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Staff Reward System - School staff will set quarterly student achievement and/or student behavioral goals that they wish to accomplish. Small, non monetary rewards will be given to the staff as a whole for meeting these goals. Staff will set performance goals quarterly. Again small rewards will be given for those meeting their goals (teacher attendance, increased PD, higher scores). A culminating reward that will go toward improvements in the teacher classroom will be given based off of an application process.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Jeff Verosky	10/01/2011	End of Qtr 1 - 10/21/11 End of Qtr 2 - 12/22/2011 End of Qtr 3 - 3/8/2012 End of 4th qtr - 5/24/2012 and their corresponding dates in the next two years.	05/24/2014	5,000	5,000	5,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Estimated Cost for Non-Capital						
Estimated Cost for Capital						
Total Cost By Year				12,000	12,000	12,000
Total Cost By Year Capital				2,000	2,000	2,000

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)

Professional Development for the continued and proper use of Response to Intervention model. We would do this training in the summer leading up to the school year or right before teachers go on contract. We would need to pay stipends of \$100 per day in addition to the cost of the training. This training is in depth on the better use of the RTI model. Our school is beyond the theory of RTI and deep in the implementation. they are looking for in depth training on better transitioning, how to effectively use the data and how to identify the correct intervention.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	10/01/2011	2/15/2012 & 2013 & 2014 - Have date for training set for summer/fall training	09/01/2014	13,000	13,000	13,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Professional Development for the continued and proper use of Sheltered Instruction Observation Protocol strategies in the classroom. We would do this training in the summer leading up to the school year or right before teachers go on contract. We would need to pay stipends of \$100 per day in addition to the cost of the training. SIOP is a district initiative. Greybull Middle School would like more focused training on strategies they can use in their class as well as how to seamlessly intergrate the SIOP model into existing lessons.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	10/01/2011	2/15/2012 & 2013 & 2014 - Have date for training set for summer/fall training	09/01/2014	18,500	18,500	18,500
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Reading Specialist Teacher -We want to have a staff member who is specifically a reading teacher. This person will work .75 as a teacher and .25 as a coach in the building. We would utilize this person as the lead reading teacher for the RTI component. In addition, the duties would include observation, coaching, collaboration and training with staff on reading techniques for their classrooms. As the reading teacher they would be assigned specific reading groups to increase proficiency.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Gary Meredith	01/01/2012	2/1/2012- Advertise for the position 4/1/2012 - Hire for summer and for next school year. 1/1/2013 - Progress monitor using MAP data and teacher feedback.	05/24/2014	73,000	73,000	73,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

English Language Acquisition specialist - The person or service would provide specific language acquisition instruction to our Tier II & III ELL students. Their job would be specific to that function and not that of a ELL support teacher providing content support. Students will work with a targeted program and tutor to increase Language proficiency.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	12/01/2011	11/1/2011 - Identify whether we hire 1/2 time or contract out the service. 3/1/2012 - Hire or have contract in place.	05/24/2014	30,000	30,000	30,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Continuing Education Program - National Board Certification or pursuit of endorsements in reading, math, or leadership. Provide teachers with the resources to increase their content and curriculum knowledge by offering tuition and book reimbursement for graduate level courses in pursuit of Masters, ect. We want to encourage continued education that is focused on the goals of the building. This program would be set up and approved through the building principal in an effort to monitor that the classes are targeted toward school goals and individual professional development plans as identified in their evaluation system of McRel.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	01/01/2012	Promote this opportunity to the staff. 4/1/2012 - Establish teachers who plan to begin this in the fall. 10/1/2012 and beyond - Continued promotion of this opportunity.	09/01/2014	6,000	6,000	6,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Math and reading strategies training - All staff would recieved training in techniques for proper teaching of reading and math. Since our RTI model has each teacher, regardless of their speciality, assigned to a reading and math group, we need to provide the tools for them to teach their students at any level. This PD would be for specific teaching strategies as well as reading in the content area.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	12/01/2011	2/1/2012 - Meet to determine the specific training needed. 3/1/2012 - Contract with a service provider 9/1/2012 - Ongoing monthly meetings to determine effectiveness of training and what is next.	05/24/2014	10,000	10,000	10,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Technology training

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	12/01/2011	2/1/2011 - Possible training topics and dates based off of meeting with staff. 4/1/2012 Identify trainers, plan for summer, fall training. 9/1/2012 Ongoing meetings to determine next training.	09/01/2014	5,000	5,000	5,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Math and reading intervention material

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Jeff Versosky	12/01/2011	9/1/2012 Begin to identify appropriate interventions based off of training and research. 11/1/2012 - If found, order materials and training for new interventions. 1/1/2012 - start utilizaiton of new intervention. Same process each subsequent year.	09/01/2014	10,000	10,000	10,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

Total Cost By Year	165,500	165,500	165,500
Total Cost By Year Capital	0	0	0

Time and Support

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

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

Before and After School Program - Reading/math strategies and homework support - This would be run by a teacher or a rotating group of teachers and staff in an effort to offer one to one or small group instructional time for students having difficulty in a particular class. Students will have access to the computer lab and to a specific teacher to gain academic support.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Jeff Verosky	11/01/2011	Fall 2011 - Identify time and staff for the before and after school component. Plan what it would look like. Spring 2012 - Implement the program. May 2012 - Evaluate the effectiveness and begin to plan for Fall of 2012. Use this approach for the next three years.	05/24/2014	11,500	11,500	11,500
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Summer Workshops - Consisting of 6 week long workshops for students that specifically target one or two areas of deficiency in reading or math. Teachers will create instruction around this and help students work toward proficiency in those deficiencies. Workshops will be tailored to "real world" opportunities when possible. Project based instruction and small group instruction will be used to engage students and stimulate academic interest. We want to make it more like a camp, an opportunity for learning.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Jeff Versosky	02/01/2012	Begin planning summer programming - February of each year. Begin promoting - March of each year Select students for the work shop - April of each year Evaluate effectiveness with MAP testing in Fall of each year.	09/01/2014	27,168	27,168	27,168
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Teacher Collaboration - Additional time for teachers to work within the school or between schools focusing on alignment, student transitions, and curriculum with counterparts and peers. This roughly consists of 2 hours per month per teacher over the course of three years.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Jeff Verosky	11/01/2011	Begin planning a schedule for meetings. Set up a quarterly schedule - December of 2011 and each quarter thereafter	05/24/2014	15,000	15,000	15,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Parent involvement - contracting with a Parent education group to increase parent involvement in areas of homework strategies, reading with kids and supporting students academic and extra curricular activities.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	12/01/2011	3/1/2012 - start to identify possible providers 5/1/2012 contract in place for upcoming school year - Evaluate effectiveness based on survey results in late fall and at end of the year. 5/1/2013 & beyond - plan for upcoming year.	09/01/2014	10,000	10,000	10,000
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Implementation of a PBIS plan and program - This includes training, reward system, materials and supplies. This will be lead by the school counselor and correlate with current initiatives of expectations and positive support. It will incorporate bullying and other concerns within the building and educate staff and students.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Lindsey Hazen	12/01/2011	2/1/2012 - All staff receive initial training on PBIS - End of each year - analysis of data to determine future needs	09/01/2014	2,700	2,700	2,700
Estimated Cost for Non-Capital						
Estimated Cost for Capital						

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

Transition Program - Design, coordinate and implement a program to transition students from elementary to middle and from middle to high.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Lindsey Hazen	12/01/2014	Beginning in the spring the counselors for the appropriate building will visit with the 5th and 8th grade students. At this time, counselors will answer any questions, clarify any misperceptions, and share with them what they can expect as a new student in their building next year. Both 5th and 8th grade students will have an opportunity to tour the building they will be entering in the fall. In addition, staff will collaborate to create activities in which the 5th/6th and 8th/9th grade students can complete together in the spring (i.e. a community service project). Both 9th and 6th grade students will also write letters in their language arts classes to their fellow 5th and 8th grade peers about the concerns they had entering a new school and what they wish they had known prior to beginning their school career in their new building.	09/01/2014	2,500	2,500	2,500
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		
				Total Cost By Year		
				Total Cost By Year Capital		

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)

Sustainability of teaching positions. Our district believes that if the creation of a position is a value add to the district we will budget for that position and sustain it over time. Ultimately data will drive this decision. If our Reading teacher position doesn't result in significant gains in reading proficiency over three years, this position will not be continued. This same guidance will be used in the creation of a ELL position. The cost associated with it is for meeting time if it were to occur outside of regular hours. All of the programs and trianings will be scrutinized in an effort to determine effectiveness.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Gary Meredith	04/01/2014	2/4/2013 & 2014 - Evluate the effeectiveness of this position. 4/4/2014 - Decide continue contract with teacher, or to eliminate position.	09/01/2014	300	300	300
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		
				Total Cost By Year		
				Total Cost By Year Capital		

LEA-Level Activities

Please list all LEA-Level activities/costs.

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

External provider for grant guidance. - A person or company that is going to help advise us on how to implement our grant proposal. Collaboration time with administration.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
Sara Schlattmann	10/01/2011	11/1/2011 - Search for a provider. 3/1/2012 - choose and contract with a provider for the next 2.5 years.	09/01/2014	45,000	40,000	40,000
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		
				Total Cost By Year		
				Total Cost By Year Capital		

Define Allocation by Year		SY 2011-2012	SY 2012-2013	SY 2013-2014
Total Allocation Available	865004			
SY 2011-2012	291,668			
SY 2012-2013	286,668			
SY 2013-2014	286,668			
(A) Total Allocation by Year		291668	286668	286668
(B) Capital Outlay Costs		2,000	2,000	2,000
(C) Allowable Direct Costs		289668	284668	284668
(D) Indirect Cost Rate %				
(E) Maximum Indirect Cost		0	0	0
(F) Total Activities Above by Year		291,668	286,668	286,668

Allocation Remaining

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

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)

Our principal left at the end of the 2010-11 school year. This opened up the opportunity to search for a change leader. Our process was to take a comprehensive approach and involve as many stakeholders as possible. We advertised for the position in the Spring. From the pool of applicants the superintendent and curriculum director worked to call references, old employment and people who might be connected to the applicant. With three good candidates identified, we formed teams. One team was parents, teachers in the building and secretarial staff. The second team was administrative, including building principals, superintendent, curriculum and Special Education. The third team was students. The candidate was interviewed first by administration, then was taken for an informal lunch, followed by a teacher interview and finally a student group tour. A set of questions was provided for each team. The same questions were given to all candidates. Built in were questions that specifically addressed the ideas of school improvement efforts. Candidates were scored individually and then a group average was calculated. The candidates were ranked within the teams and then each team presented their results. In this case, all three teams came to the same conclusion and this person was ultimately hired.

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)

Our district has adopted a new teacher and principal evaluation tool effective with the 2011-12 school year. The process we used was to have the superintendent, curriculum coordinator, special education admin, a teacher representative and building principal from each school attend information sessions of evaluation options. We looked at two formal evaluation programs and the idea of creating our own. This group voted to pursue the McRel evaluation system based on how it aligned in our district and offered a consistent product for teachers and administrators. From their, we received training three separate times on the teacher and principal tool. The same teachers were involved in the initial training, in a train the trainer format. This occurred in the late Fall of 2010. More initial training occurred in the Spring of 2011. And with the addition of two new principals and the creation of an IF position, we opted for a third training in August of 2011. From this training, we devised a plan to train all staff. This occurred during the professional development contract days prior to the start of school. Self assessments were to be completed by 9/12/2011 and preobservation and observations will occur in late September, October and November. This is followed by a second and third round of observations (depending on type of contract). At the end of the year, an individual professional development plan will be generated for each staff member. Those who are rated as proficient will have flexibility in their professional development plan. Those below that level will have more directed plans. The process will look similar each year.

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

([count] of 2000 maximum characters used)

Staff were a part of the initial decision to go with McRel. These staff members were representing their respective schools and were to provide details of the systems available and seek input before the final decision.

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)

Built in to the McRel evaluation tool is an entire section dedicated to teachers facilitating learning for their students. In order for a teacher to be considered accomplished they must be using a variety of data for planning instruction, they must be monitoring student performance and responding to individual needs. They also must be using a variety of instructional methods by ensuring the success of students through the selection and utilization of appropriate materials and methods. In order for these actions described to occur they must use student growth as a factor in evaluating whether or not a teacher is successful in these areas.

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

([count] of 2000 maximum characters used)

Our district has a competitive salary base and functional steps both vertically and horizontally on the pay scale. In addition, we budget for attendance at career fairs. Word of mouth and the use of the internet are the best ways to get out the message that we are looking for skilled workers. Our interview process is in place that involves teachers, administrators, parents and students. Placing teachers in our district is usually straightforward with such a small staff, but we have the flexibility to move teachers when needed. Retention of staff is through positive work environment, competitive salary, with the use of teacher incentives incorporated in to further emphasize our desire for them to stay in our district.

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)

Our district is in year two of adopting Response to Intervention as the model we will use to focus our instruction on the needs of students. In addition to their core classes, students are placed in reading and math groups based on data derived from PAWS and NWEA Map data as well as progress monitoring efforts within the building. Appropriate Tier II and III level intervention is applied to give students that "extra dose" in the areas of math and reading. Student placement is based on academic data and teacher input when applicable. We are in the process of identifying reading interventions and math interventions that would be more effective within the district. The progress monitoring allows our staff to determine whether the intervention has been effective or not and begin to adjust instruction when necessary.

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)

Professional development will be evaluated utilizing walk through data and formative assessment with the McRel Evaluation model. Staff will be asked to develop individual professional development plans that include professional growth goals. Principals will be looking for the application of training within the classroom or in staff collaboration capacity when applicable. Based on how a staff member is rated within the McRel system, IPD plans will be either self directed or with the direction of the principal. These plans will have goals and milestones with dates in an effort to determine effectiveness.

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

([count] of 2000 maximum characters used)

This is a district expectation. Our district has provided all staff members with a one stop solution for student performance data utilizing INFORM from Pearson. All staff members have been trained in the use of the tool and will receive additional training in the deeper use of data to adjust instruction. In addition, staff are progress monitoring students in their specific groups. A third component to this is collaboration time between content level teachers and between schools, looking for alignment issues in the curriculum as well as transitional issues of students. In addition, we plan to offer additional professional development in RTI and data in an effort to further facilitate the use of data for instruction.

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

([count] of 2000 maximum characters used)

Before school tutoring and after school tutoring will be offered in addition to the "Buff Time". Buff time is allocated time from 3:00 to 3:30 PM where students struggling in classes are required to attend to receive one to one instruction. After school tutoring will be available from 3:30 to 4:00 pm throughout the week. In addition, a more focused Summer program will be offered. This program will dial in on specific deficiencies students might be having and focus instruction there. The setting will be conducive to a flexible environment where students are excited. Being able to offer real world experienced to students who are otherwise sheltered in their exposure based on low socioeconomic status. We want to capitalize on times when students are available, therefore offering the before school time which has never been an option before. For staff, we want to offer paid collaboration time that is beyond their base contract. Teachers and staff are always most concerned with the fact that there is not enough time built in to prepare for student learning. By offering collaboration time that may come on weekends, late after school or in the summer we can meet the requests of staff who have these concerns and not take away from instructional time.

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

([count] of 2000 maximum characters used)

Our goal is to increase family engagement. One idea is to start "teaching" our parents. Let's provide them with reading and math strategies that they can use at home. Let's bring them in to our building so they know what is going on with their kids. The challenge is how do we get them in here. One thought is to enlist the services of the experts. Parent Education Networks, or those who are having success can come help us get them here. By enlisting their help, we hope to deploy new strategies. Also, we will continue to survey our parents and ask for their input whenever we get a chance. Finally we hope to open the communication by potentially offering a call out program associated with Powerschool. This will allow us to notify parents of certain programs, school schedules and important dates, all of which would promote higher family engagement.

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

([count] of 2000 maximum characters used)

The principal will be the leader of this reform. That was our intent when we were in the hiring process. The strategies and interventions to be implemented will be research based. The district has already embraced the idea of change and feels comfortable that the principal can lead this charge. The administrative team with the principal and the weekly and monthly meetings will be used by the team to progress monitor and change as need.

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)

WDE will assign a coach to our school. In addition, we will have a contract with external consultant to help guide us.

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

([count] of 2000 maximum characters used)

The principal will be the leader of this reform. That was our intent when we were in the hiring process. The strategies and interventions to be implemented will be research based. The district has already embraced the idea of change and feels comfortable that the principal can lead this charge. The administrative team with the principal and the weekly and monthly meetings will be used by the team to progress monitor and change as need. We have confidence in the principal and he has a certain amount of autonomy. He will work closely with the superintendent just to be sure he is authorizing activities that fit within our district initiatives.

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

([count] of 2000 maximum characters used)

Discussion has occurred for some time about the possibilities surrounding the grant. Once the application became available we began frequent administrative meetings to brainstorm and put some ideas together. After conceptualizing what we were looking for, we presented it for feedback and input to the middle school staff. From there additional staff meetings generated more concrete ideas and the support of the staff. Parent involvement has been limited based on the quick turnaround, but the intent is for this information to be distributed during parent teacher conferences and during Building leadership meetings held monthly. Ongoing weekly staff meetings will incorporate a progress monitoring component on the process and procedures of the grant.

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

([count] of 2000 maximum characters used)

The system that we are putting in place is what will make these interventions and activities continue once funding is complete. By defining a Response to Intervention concept for the staff and the students, we should have a system in place that is sustainable. At the point that funding is gone, we hope to have the school at a place where they have cut out the "fat" and the interventions and strategies left will be able to be funded by operating funds allocated in the general fund because we will have trimmed out excess that will no longer be needed or funded. Again using the RTI concept, we will analyze the interventions and strategies. Not all of these will likely be successful and so their sustainability will go away at the point the data tells us it is not effective.

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

([count] of 2000 maximum characters used)

We have not.

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

([count] of 2000 maximum characters used)

Not applicable.

 School Transformation Preimplementation Activities

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

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

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

- b** Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is FY 2010 Guidance implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- Please describe activities. (2,500 Character Maximum)
- A climate survey will be given in October. Newsletters, meetings and other communications will be used to inform our parents and community. Monthly stakeholder meetings will keep an open line of communication on the status of the grants implementation and effectiveness.
- b** Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H- 19a).
- Please describe activities. (2,500 Character Maximum)
- We will be reviewing and deciding on who or what entity will be part of our external providers.
- b** Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Please describe activities. (2,500 Character Maximum)
- We have recruited and hired a principal. This year will be used to evaluate strengths and weaknesses of staff by the use of walk through data as well as the McRel evaluation system.
- e** Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- b** Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the schools comprehensive instructional plan and the schools intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- Please describe activities. (2,500 Character Maximum)
- Training has occurred for some reading intervention, such as Wilson and Corrective Reading. Further PD in these areas is to come. In addition, SIOP coaches have been and will be in our district in November for new hires and those requesting additional assistance. Instructional facilitator will be also doing additional PD related to SIOP strategies.
- b** Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including preimplementation activities. (New for FY 2010 Guidance)
- Please describe activities. (2,500 Character Maximum)
- We recently purchased INFORM that will house our student data for MAP, PAWS, DIBELS and Powerschool information.

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 \$12,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
94-School and Community Support <input type="checkbox"/>	0	0	0	5000	2000	\$7,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	0	0	5000	0	0	\$5,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$5,000	\$5,000	\$2,000	\$12,000	

[Create Additional Entries](#)

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to \$165,500

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
36-Instruction (Public) <input type="checkbox"/>	60000	13000	0	0	0	\$73,000	<input type="checkbox"/>
90-ELL Activities <input type="checkbox"/>	0	0	30000	0	0	\$30,000	<input type="checkbox"/>
82-Support Services <input type="checkbox"/>	0	0	0	10000	0	\$10,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	12000	2606	37894	0	0	\$52,500	<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	\$72,000	\$15,606	\$67,894	\$10,000	\$0	\$165,500	

[Create Additional Entries](#)

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to \$68,868

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
20-Coordination of Services <input type="checkbox"/>	11000	2868	0	0	0	\$13,868	<input type="checkbox"/>
49-Parent / Family Involvement <input type="checkbox"/>	0	0	7500	2500	0	\$10,000	<input type="checkbox"/>
81-Summer School Activities <input type="checkbox"/>	18000	3918	0	2676	0	\$24,594	<input type="checkbox"/>
91-Extended Day Activities <input type="checkbox"/>	14680	2026	0	0	0	\$16,706	<input type="checkbox"/>
94-School and Community Support <input type="checkbox"/>	0	0	700	3000	0	\$3,700	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$43,680	\$8,812	\$8,200	\$8,176	\$0	\$68,868	

[Create Additional Entries](#)

Governance:
Based upon activities specified for this school, budget details for this section should sum to \$300

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
20-Coordination of Services <input type="checkbox"/>	250	50	0	0	0	\$300	<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	\$250	\$50	\$0	\$0	\$0	\$300	

[Create Additional Entries](#)

LEA-Level Activities:
Based upon activities specified for this school, budget details for this section should sum to \$45,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased	400 - Supplies &	500 - Capital	Total SI -1003g-School_Improve	Delete Row
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			Services	Materials	Outlay	Funds		
20-Coordination of Services	6	4100	900	40000	0	0	\$45,000	€
	6	0	0	0	0	0	\$0	€
	6	0	0	0	0	0	\$0	€
Sub Total		\$4,100	\$900	\$40,000	\$0	\$0	\$45,000	

Create Additional Entries

***** TOTALS *****	\$120,030	\$25,368	\$121,094	\$23,176	\$2,000	\$291,668	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$291,668	(F) Total budgeted above	\$291,668
(B) Capital Outlay Costs	\$2,000	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$289,668	(H) Total Budget (F+G)	\$291,668
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	\$0		

Calculate Totals

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

[Instructions](#)

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

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
94-School and Community Support <input type="checkbox"/>	0	0	0	5000	2000	\$7,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	0	0	5000	0	0	\$5,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$5,000	\$5,000	\$2,000	\$12,000	

[Create Additional Entries](#)

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to \$165,500

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
36-Instruction (Public) <input type="checkbox"/>	60000	13000	0	0	0	\$73,000	<input type="checkbox"/>
90-ELL Activities <input type="checkbox"/>	0	0	30000	0	0	\$30,000	<input type="checkbox"/>
82-Support Services <input type="checkbox"/>	0	0	0	10000	0	\$10,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	12000	2606	37894	0	0	\$52,500	<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	\$72,000	\$15,606	\$67,894	\$10,000	\$0	\$165,500	

[Create Additional Entries](#)

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to \$68,868

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
20-Coordination of Services <input type="checkbox"/>	11000	2868	0	0	0	\$13,868	<input type="checkbox"/>
49-Parent / Family Involvement <input type="checkbox"/>	0	0	7500	2500	0	\$10,000	<input type="checkbox"/>
81-Summer School Activities <input type="checkbox"/>	18000	3918	0	2676	0	\$24,594	<input type="checkbox"/>
91-Extended Day Activities <input type="checkbox"/>	14680	2026	0	0	0	\$16,706	<input type="checkbox"/>
94-School and Community Support <input type="checkbox"/>	0	0	700	3000	0	\$3,700	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$43,680	\$8,812	\$8,200	\$8,176	\$0	\$68,868	

[Create Additional Entries](#)

Governance:
Based upon activities specified for this school, budget details for this section should sum to \$300

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
20-Coordination of Services <input type="checkbox"/>	250	50	0	0	0	\$300	<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	\$250	\$50	\$0	\$0	\$0	\$300	

[Create Additional Entries](#)

LEA-Level Activities:
Based upon activities specified for this school, budget details for this section should sum to \$40,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased	400 - Supplies &	500 - Capital	Total SI -1003g-School_Improve	Delete Row
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			Services	Materials	Outlay	Funds	
20-Coordination of Services	6	0	40000	0	0	\$40,000	€
	6	0	0	0	0	\$0	€
	6	0	0	0	0	\$0	€
Sub Total		\$0	\$40,000	\$0	\$0	\$40,000	

Create Additional Entries

***** TOTALS *****	\$115,930	\$24,468	\$121,094	\$23,176	\$2,000	\$286,668	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$286,668	(F) Total budgeted above	\$286,668
(B) Capital Outlay Costs	\$2,000	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$284,668	(H) Total Budget (F+G)	\$286,668
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	\$0		

Calculate Totals

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

[Instructions](#)

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

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
94-School and Community Support <input type="checkbox"/>	0	0	0	5000	2000	\$7,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	0	0	5000	0	0	\$5,000	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$5,000	\$5,000	\$2,000	\$12,000	

[Create Additional Entries](#)

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to \$165,500

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
36-Instruction (Public) <input type="checkbox"/>	60000	13000	0	0	0	\$73,000	<input type="checkbox"/>
90-ELL Activities <input type="checkbox"/>	0	0	30000	0	0	\$30,000	<input type="checkbox"/>
82-Support Services <input type="checkbox"/>	0	0	0	10000	0	\$10,000	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	12000	2606	37894	0	0	\$52,500	<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	\$72,000	\$15,606	\$67,894	\$10,000	\$0	\$165,500	

[Create Additional Entries](#)

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to \$68,868

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI -1003g-School_Improve Funds	Delete Row
20-Coordination of Services <input type="checkbox"/>	11000	2868	0	0	0	\$13,868	<input type="checkbox"/>
49-Parent / Family Involvement <input type="checkbox"/>	0	0	7500	2500	0	\$10,000	<input type="checkbox"/>
81-Summer School Activities <input type="checkbox"/>	18000	3918	0	2676	0	\$24,594	<input type="checkbox"/>
91-Extended Day Activities <input type="checkbox"/>	14680	2026	0	0	0	\$16,706	<input type="checkbox"/>
94-School and Community Support <input type="checkbox"/>	0	0	700	3000	0	\$3,700	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$43,680	\$8,812	\$8,200	\$8,176	\$0	\$68,868	

[Create Additional Entries](#)

Governance:
Based upon activities specified for this school, budget details for this section should sum to \$300

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"/>	250	50	0	0	0	\$300	<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	\$250	\$50	\$0	\$0	\$0	\$300	

[Create Additional Entries](#)

LEA-Level Activities:
Based upon activities specified for this school, budget details for this section should sum to \$40,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased	400 - Supplies &	500 - Capital	Total SI -1003g-School_Improve	Delete Row
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			Services	Materials	Outlay	Funds	
20-Coordination of Services	6	0	40000	0	0	\$40,000	€
	6	0	0	0	0	\$0	€
	6	0	0	0	0	\$0	€
Sub Total		\$0	\$40,000	\$0	\$0	\$40,000	

Create Additional Entries

***** TOTALS *****	\$115,930	\$24,468	\$121,094	\$23,176	\$2,000	\$286,668	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$286,668	(F) Total budgeted above	\$286,668
(B) Capital Outlay Costs	\$2,000	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$284,668	(H) Total Budget (F+G)	\$286,668
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	\$0		

Calculate Totals

Budget (Read Only)

[Instructions](#)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
20	Coordination of Services	37,600	9,604	120,000			167,204
36	Instruction (Public)	180,000	39,000				219,000
49	Parent / Family Involvement			22,500	7,500		30,000
60	Public School Choice						
81	Summer School Activities	54,000	11,754		8,028		73,782
90	ELL Activities			90,000			90,000
91	Extended Day Activities	44,040	6,078				50,118
94	School and Community Support			2,100	24,000	6,000	32,100
82	Support Services	250	50		30,000		30,300
96	Staff Development	36,000	7,818	128,682			172,500 19.94 %
Total Direct Costs		351,890	74,304	363,282	69,528	6,000	865,004 100.00 %
Approved Indirect Cost X 0%							
Total Budget							865,004

Appendix A - Part 1

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

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

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

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

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

Identifying Tier I Schools

Tier I schools consist of the following:

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

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

Identifying Tier II Schools

Tier II schools consist of the following:

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

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

Identifying Tier III Schools

Tier III schools consist of the following:

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

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

Appendix A - Part 2

Ranking of School Methodology

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

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

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

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

Overall ranking of schools then takes place as follows:

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

Appendix B

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

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

Appendix B

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

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

Appendix B

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

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

Appendix B

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

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

Appendix C - Section I

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

I. SEA Priorities in Awarding School Improvement Grants:

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

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

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

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/29/4/296http://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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Consistency Check  is running...

Application History (Read Only)

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Status Change	User Id	Action Date
Final Application Review	Beth VanDeWege	12-07-2011
Submitted to WDE	Gary Meredith	11-21-2011
Submitted for Local Review	Barbara Hall	11-21-2011

Page Review Status

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 Expand All

1003g School Improvement - ARRA

Page Status

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[1003g School Improvement - ARRA](#)

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)

Objectives: To verify student growth 1 year growth in 1 year, teachers will determine a baseline measure for each student. 1. Student data and information will be collected/maintained with the ability to have individual learning plans for all students. Delivery of instruction will occur after planning by teachers and following the review of data. Appropriate interventions for each student will be selected by teacher teams utilizing the Response to Intervention (RtI) model. Progress measures will be selected by collaborative teams for consistency of practices. 2. Teachers & supervisors will track student progress. Research-based strategies will be selected and teacher training will be delivered to enhance areas of weakness or lack of student progress. Staff performance that follows all PD trainings will be monitored to verify the changes of practice & improved student outcome. Continued RtI and sheltered instruction training will be implemented." 3. P.D. offerings will be focused in reading strategies to move students that consistently perform in the "below basic" to the next higher level of "basic" on PAWS, also to seek strategies to help students increase growth in reading in content areas and improve math. Offerings will be selected after investigation and match to teacher needs . 4. Positive Behavior Intervention Support [PBIS] has been selected as the school's strategies to increase student climate toward more positive interactions among students, staff, and overall community. Trainings will be scheduled each year with additional information made available to teachers as requested or made available to the school. 5. Staff extended time will be utilized for team planning and collaboration, transition meetings, and for PD opportunities offered by the school. Student extended time will be in the form of before/after school time for academic support & summer camps that are created based on the academic data, grouping students who have particular deficiencies.

