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Applicant: 2001 Teton #1

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

Cycle: Original Application

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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
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.

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).

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).

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 approved 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 assessement 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

<u>COMPREHENSIVE NEEDS ASSESSMENT</u>

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 Alt 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, possbile 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

ℯ 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 indentified objectives.							
ℯ	3 points - All activities are clearly linked to the identified objectives.	ℯ	2 points - At least 75% of activities are clearly linked to the identified objectives.	ℯ	1 point - At least 50% of activities are clearly linked to the identified objectives.	ℯ	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.							
ℯ	3 points - Monthly activities that encourage family members to participate in student learning are included.	ℯ	2 points - Quarterly activities that encourage family members to participate in student learning are included.	ℯ	1 point - Activities once a semester that encourage family members to participate in student learning are included.	ℯ	0 points - No activities encourage family members to participate in student learning.
Rationale/Comments:							

ACTION PLAN - MODIFYING POLICIES AND PRACTICES

ℯ 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.							
ℯ	3 points - Activities are new and innovative; school is moving to reform the school.	ℯ	2 points - Most activities are new and innovative; school is moving to reform the school.	ℯ	1 point - Few activities are new and innovative; school is moving to reform the school.	ℯ	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 havee 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 objejectives 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.	
☑ 2 points - Study can be completed with sufficient time.	☑ 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.	
☑ 2 Points - Study can be implemented with available or obtainable resources.	☑ 0 Points - The Study can't be implemented with available or obtainable resources.
Rationale/Comments:	

LEA and SCHOOL INFORMATION

A. LEA Information

LEA Name*:
Teton County School Disatrict #1

NCES ID Number*:
5605830

Name and Title of LEA Contact for Grant Application:

Last Name*:
Trudelle

First Name*:
Pier

Middle Initial

Address1*:
PO Box 568

Telephone Number*:
307 733 2704

Address2:

City*:
Jackson

Zip* +4
83001

Email Address*:
ptrudelle@tcsd.org

B. School Information

School Name*:
Davey Jackson Elementary

NCES ID Number*:
560583000313

School Principal - Last Name *:
Roehrkasse

First Name*:
Deb

Middle Initial

Address1*:
PO Box 568

Telephone Number*:
307 733 5302

Address2:

City*:
Jackson

Zip* +4
83001

Email Address*:
Droehrkasse@tcsd.org

Grade Span*:
K-2

Poverty Rate*:
37

Current Graduation Rate*:
92.9

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)

Davey Jackson Elementary School has developed a comprehensive school improvement plan to increase the academic achievement for all students. The primary focus of this application is to close the achievement gap by increasing reading comprehension, and writing skills for our sub groups ELL, Hispanic, Free-Reduced and Special Education students in our school. Davey Jackson Elementary school (DJES) is the feeder school for CES housing 440 students serving students in grades K-2 with 33% Hispanic students and 37% Free and reduced. Colter elementary school housing grades 3-5. It is one of 6 elementary schools in the Teton school district. It serves a population of approximately 370 students with 43 % Hispanic population and 40% free and reduced lunch.There are 2,377 students who attended TCSD in 2010/2011 school year. The attendance area of CES and JES serve the town of Jackson within Teton County. Teton County started on a population growth pattern which, between 1960 and 2000, saw a more than six-fold increase in the county's year-round population. The four most recent U.S. Census counts show that between 1970 and 2000, Teton County's population grew at more than four times the rate of both Wyoming and the United States. During the last US Census Jackson claimed 8647 residents and the unincorporated county claimed 9,604 residents. Since 2000 the County's population has increased by 3.9 percent, while the U.S. population increased 4.1 percent and the Wyoming population increased by 2.5 percent. Other features of Teton County's population in the 1990s include a growing Latino community. Attracted by the many jobs available in Teton County, the Latino population grew much more rapidly in Teton County between 1990 and 2000 than in Wyoming or nationally. Furthermore our Latino population was 1.5% in 1990 an 6.5% in 2000. Current estimates approximate that the Hispanic population has doubled yet again.

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

Jackson Elementary school (JES) uses Teton County School Districts Mission Statement as their own mission statement. This was deliberately done to help ensure educational alignment within the district. This mission statement is: Our mission is to ensure that all students have the foundation for success and are challenged to reach their full potential.JES also added a school vision statement, as well as a series of belief statements that were necessary to keep all staff aligned with the district and the school's educational purpose. The vision statement reads: Every student, Every chance, Every day. They strive to create a learning environment which is stimulating, challenging, and supportive. Students and staff continually endeavor to meet their full potential so that every day, every child can celebrate the joy of learning.Davey Jackson Elementary School's "Every Student, Every Chance, Every Day" encapsulates their vision, which states: The vision of Jackson Elementary School (JES) is to work cooperatively with students, staff, and community to ensure our students become productive, creative, and responsible citizens in the 21st century. Students will be supported in their efforts to grow academically, emotionally, physically, and socially with an understanding and appreciation of individual differences. We will maximize student potential by providing high quality instruction, programs, and materials. This is posted throughout the school and aligned with TCSD s mission.The process for developing the vision statements took a year to develop, involved all staff, parents, and students, and used the Teton County School District Mission statement as the starting point. All statements are posted on the website and in our building to help educate visiting parents and community. We state the vision in the parent handbook that is sent home at the beginning of the school year, as well.

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)

TCSD School improvement Teams and Data teams meet monthly at each school to review annual goals and objectives to improve student achievement. District and school level school improvement teams include administrators, teachers, counselors, school psychologists. Data is collected from multiple sources including, PAWS,MAP CBAM, Behavior data, IEP progress. Subgroup population performance data is reviewed to determine growth towards proficiency as well. These teams include staff from all content areas as well as those that serves Special Ed, ELL, Gifted and talented students. The school improvement teams are responsible to then report out to all staff the goals, objectives and progress that the school has made towards proficiency. Additionally, district level improvement teams work with each school to plan and support individual school performance. Additionally, TCSD has just completed the NCA accreditation process. The results from these comprehensive assessments have helped inform the direction for the improvement process for both Davey Jackson elementary schools and Colter elementaryTCSD has also just finished a comprehensive review of the strategic plan to support academic achievement of all students. This process included input from multiple stakeholders from the schools and community including parents. This resulted in the identification of a primary goal of literacy. Parents, Administrators and grade level teachers have been involved in multiple stakeholder meetings to gather input on the school improvement processes and determine priorities. These meetings will continue throughout the project to ensure that feedback is current and timely.

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

School Improvement and Data Teams at JES are focusing on closing the achievement gap between our Hispanic and White students. Additionally they have identified a goal to increase proficiency in reading and writing. Jackson Elementary achievement gap as shown on MAP scores is K - 15.1 (Mean RIT) gap between Hispanic and white, 1st grade is 13.6 and 2nd grade is 12.4. CES has shown a downward trend in the percentage of students proficient in reading on PAWS for the last three years, with only 53% of 3rd grade students proficient in 2009. As mentioned, the achievement gap between Hispanic and White students is of most concern. For instance, in 2009, only 20% of our Hispanic students were proficient in 5th grade reading, while 74% of our white students were proficient, in 4th grade writing, 19% of the Hispanic students were proficient, while 62% of the white students were proficient in writing. This pattern is seen in all grade levels in reading and writing. The Organizational assessment reflected the following instructional needs:1. Efforts to implement instructional strategies, use data, and provide interventions are not systematic.2. Currently, there is not an approach to increase quality teaching across the system.3. Although there are a plethora of professional growth opportunities for teachers, they are only individually and/or building based4. While the district provides some data reports, staff may not yet know how to use them to impact decision-making at district, school, and classroom levels.The NCA accreditation feedback included the following recommendation: Initiate phone calls home to request participation and to ensure parent stakeholder satisfaction will help drive improvement efforts. An example of this might be calling Spanish speaking parents and asking them a few questions regarding their satisfaction with the school and what can be improved.

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

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

TCSD District level School Improvement Teams reviewed specific school level data including three years of PAWs performance, growth on MAP, attendance as well as staff evaluations. Davey Jackson Elementary School and Colter elementary school have implemented a consistent reading program that is research based in 2009. This curriculum adoption allowed for alignment of learning goals for students and instructional practices for teachers. No longer are there different curriculum for each classroom and grade. Teachers are both committed and capable of closing the achievement gap for our Hispanic and free and reduced. Staff are beginning to develop curriculum maps k-5 to ensure all students are able to access the content. DJES and CES have developed a Response to intervention program that articulates interventions in Tier one and two.

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

Instructional practices vary with implementation of the curriculum. Toolkits and resource for effective differentiation with sub groups needs vary.Teachers are not able to effectively utilize data to inform instruction or adjust for interventions. JES adn CES elementary schools have a significant achievement gap with Hispanic students that needs to be closed. Leadership is lacking a clear and consistent vision to meet the needs of all students. Schools need additional leadership that is target to support our at- risk populations.The Organizational assessment identified the following weaknesses.Efforts to implement instructional strategies, use data, and provide interventions are not systematic.Currently, there is not an approach to increase quality teaching across the system.Although there are a plethora of professional growth opportunities for teachers, they are only individually and/or building based

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

1.Closing the achievement Gap - Instructional Practice and program improvement to close the achievement gap.2.Increase Reading and writing Proficiency for all students- Instructional practices 3.Improve systematic use of data to drive instruction- Data driven decision making training.4.Improve the quality of teaching utilizing teacher evaluation plan- 5.Improve leadership to support student achievement through principal evaluation ongoing professional development for leadership.6.Parent Involvement.

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)

Based on the needs assessment and data analysis, TCSD #1 has chosen to implement the school transformation model. This model will address the key components that will support the school improvement at Davey Jackson and Colter Elementary School.The transformation model will support systematic review of the school's past performance and provide research based interventions to support school teachers and leaders in making the changes necessary to improve performance. Additionally, it will provide, continued and ongoing assessment of performance and operations to continually improve programming to arrive at effective and efficient operations and rapid improvement in student learning.

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)

TCSD will develop an Instructional Leadership team that will be staffed with highly knowledgeable individuals with specialized skills and knowledge in school improvement, understanding of school/community culture and climate, and relate well to all school/community stakeholder groups. This team will support the full implementation of the project. The leadership team will provide updated monthly reports to the district and school level school improvement teams for the purposes of project update, dissemination of information, and timeline implementation. TCSD #1 will be responsible for all aspect and components of the grant. The timely completion of all activities outlined in the Project Management Timeline will also be monitored by the Leadership Team. TCSD will ensure that the schools will meet the criteria to meet the goals in this grant.

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

TCSD has identified the Transformation Model to most effectively support the school improvement strategies to close the achievement gap in our schools. This model will support the development of the conditions (changes in rules and resource allocation) and capacity (identifying high-quality staff and external partners) for rapid school improvement to take place, all the while communicating a single-minded focus on improving student learning. Additionally, TCSD will be positioned to effectively build parent and community support, contract with external partners, monitor fidelity of plan implementationMonitor progress, build leadership capacity, problem solve, and maintain coordination and communication. The schools will explore tools including alignment of local curricula, curriculum mapping, or other tools that align to meet state standards.This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the school will need to write strategies that support these efforts. The school and the district will approach educating targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum. Finally, the professional development for all staff including Principals, Teachers, paraprofessional will be aligned with school and district vision, mission, and improvement goals.

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)

TCSD has convened School Improvement Teams and Data Teams from Both Davey Jackson School and Colter Elementary School s. (Meet Monthly)District Level Improvement Teams that included Administrators and Directors (Special Education, ELL).School Board members who are part of a performance and monitoring committee reviewed PAWS, MAP and Dibels data to provide input to identify the appropriate model.

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

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Files Uploaded: ARRA 11 TCSD 1 Data Analysis-20110930060110-2001000ptrudelle.pdf
ARRA 11 TCSD 1 MAP GAPData Analysis-20110930060144-2001000ptrudelle.pdf
MAPGAP ARRA 11 TCSD 1 Data Analysis-20110930060201-2001000ptrudelle.pdf
PAWS ARRA 11 TCSD 1 Data Analysis-20110930060122-2001000ptrudelle.pdf

2011 Graduation Rate Data Upload

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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	In order to get 1003 g SI Funds, the LEA must commit to serve
Tier I, Tier II, and Tier III Schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I Schools only	Each Tier I school it has capacity to serve
Tier II Schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier II Schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

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	b	5	e	e
Professional Learning Communities	e		b	e
Bridges Grant (either Extended Day or Year)	b	6	e	e
Pre-School Program(s)	e		e	e
Title I School Improvement Funds	b	5	e	e
Title I-D, Subpart A	e		e	e
Title II-A Teacher/Leader Quality Partnership	b	5	e	e
Title II-B - Math/Science Partnership	e		e	e
Title II-D Enhancing Education Through Technology Grant	e		e	e
Title III Services to English Language Learners	b	5	e	e
McKinney-Vento Homeless Grant	e		e	e
GEAR-UP	e		e	e
Other:	e		e	e
Other:	e		e	e
Other:	e		e	e
Other:	e		e	e

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

Teton Literacy

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

Connections

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

University	
Technical Institute	
Feeder School(s)	Davey Jackson
Community	
Business/Industry	
Private Grants	Community Foundation of Jackson Ho
Other	

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)

Teton County works with many community service providers and a number of interagency collaborative groups that work together to address youth, family, and community needs.TCSD proposed programming will support the community partnership by providing additional staffing to coordinate and enhance programs for our students. A key component in this project is to strengthen the programming for at risk students in the community with school programming

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

TCSD has strong community partnerships that will continue to provide support with quality programming for our students. TCSD will work closely with these partners to develop a sustainability plan to support this project after the funding has ended.

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: [　　　　　6]		X
Which AYP Targets Met and Missed	X	
School Improvement Status	X	
*Enter Number of Minutes within School Year: [　　　]		X
Student Outcome/Academic Progress Data		
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	X	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	X	
*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 [　　　　] [Browse...] Files Uploaded: Upload directory does not exist. Cannot view uploaded files.		X
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: [　　　　]		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 [　　　　] [Browse...] Files Uploaded: Upload directory does not exist. Cannot view uploaded files.		X
*Enter teacher attendance rate: [　　　　]		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.

[e]   Please check here that you are uploading the requested information.

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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.

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PAWS ARRA 11 TCSD #1 Data Analysis-20110930060332-2001000ptrudelle.pdf

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)

Reduce Achievement Gap in Reading and Writing as based Map and PAWS Scores in grades k-5.Close gap from 51% by 15% annually in Reading and Writing PAW Search year to close the gap in three years.Close the Achievement GAP in MAP Reading (Mean RIT) scores by increasing performance 4 points each year for three year.

Desired Outcomes (Objectives):

([count] of 2000 maximum characters used)

TCSD will Increase Leadership Capacity- Job Embedded Teacher Evaluation using student's achievement data.Improve teacher effectiveness- Instructional PracticesIncrease Dibels scoresIncrease PAWSIncrease MAPClose Achievement GapParent Involvement will increase

Procedures for Evaluating Implementation Indicators:

([count] of 2000 maximum characters used)

District and School Level School Improvement Teams will use PAWS, MAP, CBAM, as well as other assessments to progress monitor the project success towards attaining the goals and objectives. The teams will utilize a continuous improvement model to refine and adjust programming as need to meet the targets.Walk Throughs that utilize the 5 dimensions of teaching and learning will help inform the leadership to evaluate and support each teacher and their specific professional development need to improve practice.Teacher EvaluationsData Days- Utilizing PAWS,MAP, Dibels data will be used at least every 6 weeks to support continuous improvement in the classroomRubric using Leadership Progress measurement 5D rubric to evaluate leadership capacity to improve instructional practices.PRE Post Parent Involvement surveys

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)

TCSD will work with University of Washington Center for Education Leadership to align the teacher, principal evaluation system development and the 5 dimension s teaching and learning to ensure that all students attend a quality school in which they experience powerful teaching and learning. Using CEL 5 Dimensions of Teaching and Learning instructional framework, the leadership team, principals will work to improve their collective ability to analyze the quality of classroom teaching, to support high quality teaching, to recognize quality classroom teaching and improve their ability to help teachers improve in their practice.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
					Estimated Cost for Non-Capital	
Pam Shea	10/01/2011	Year 1 Work with University of Washington to train Principals on the 5 dimension of teaching and learning. Year 2 Implement 5 D Rubric as part of new teacher and principal evaluation. Consultants will facilitate stakeholder input form all staff in the evaluation plan. Year 3 Work with District Office and central administration to improve principal evaluation an.	06/01/2014	10,000	12,000	15,100
					Estimated Cost for Capital	
				4,000	4,000	4,000

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

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

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

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
					Estimated Cost for Non-Capital	
					Estimated Cost for Capital	
		Total Cost By Year		14,000	16,000	19,100
		Total Cost By Year Capital		4,000	4,000	4,000

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)

Teachers will be trained to more systematically and effectively using research based job embedded coaching to differentiate instructional content, process, product, and or learning environment based on student readiness, interest, and or learning profiles to respond to the unique needs of each student. Staff will participates in job embedded professional development that will provide multiple tools to differentiate instruction including: using various grouping practices such as small groups, pairs, and one on one instruction; modifying assignments so that all students can participate in learning; providing opportunities for students to respond in multiple ways including writing, orally, and by providing responses to peers; and using effective instructional strategies such as reteaching, using multiple examples, and teaching strategies for how to read, complete math problems, or remember content.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
					Estimated Cost for Non-Capital	
Ann Marie Babb	10/01/2011	Year 1 10 201 TCSD will hire UW Center for Educational Leadership to develop a comprehensive Instructional Practices job embedded coaching program that targets closing the achievement gap. Principals and leadership team will work closely with consultants to design program that supports staff evaluation plan and the 5 dimensions of teaching and learning training that the principals and administrators will receive. Year 2 9/2012 Job embedded studio coaching will be implemented. The facilitators will support effective differentiation an dinstruction in the schools. Year 3 9/2013 Job embedded studio coaching will be implemented in the schoolsw working closely with the facilitators to support effective differentiation in the schools. This model includes a capacity building component to sustain the program after the end of the grant. Staff will have created capacity to become instructional leaders within the district.	06/01/0201	50,000	63,000	63,000
					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	

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	

	SY 2011-2012	SY 2012-2013	SY 2013-2014
Total Cost By Year	50,000	63,000	63,000
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)

TCSD will focus on strengthening the parental involvement component of the school improvement plan by developing a comprehensive family school partnership six types of family involvement : parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Ongoing Behavior adn Academic RTI Programming development and training

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
					Estimated Cost for Non-Capital	
Jen Shew	10/01/2011	TCSD will hire parent involvement coordinators to develop coordinate and support the parent involvement plan. TCSD will contract with the Teton Literacy Program and other community partners to provide family literacy night as well as other parent involvement activates.	06/01/2014	10,110	10,000	10,366
					Estimated Cost for Capital	

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

Extended learning time will be comprised of two main components: (1) Summer programming and (2) Extended Day opportunities during the school year. It will be conducted utilizing teaching techniques and provide an integrated, thematic approach to teaching literacy. This provides students with an additional 64 hours of instruction. The Extended Day component will consist of two, 2hour sessions per week after school spanning most of the school year (29 weeks). This component of the project provides students the opportunities of an additional 116 hours of instruction to extend their learning in literacy. Students identified as needing additional assistance in content areas will be targeted to attend. This centers approach allows the teachers to target small group and individual instruction based on student needs whether they are on or above-level or identified as needing additional support in reading.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
					Estimated Cost for Non-Capital	
Pier Trudelle	10/01/2011	Year 1 Hire Staff develop and prepare programming. Begin Services in 12 2010 .Summer 2011 Provide summer programming target at risk students. Year 2 Fully implement extended day programming and summer programming. Year 3 Continue programming and include community partners is sustainability activities.	06/01/2014	36,000	36,000	36,000
					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	

	SY 2011-2012	SY 2012-2013	SY 2013-2014
Total Cost By Year	46,110	46,000	46,366
Total Cost By Year Capital	0	0	0

Governance

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

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

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	0	0	0
			Total Cost By Year Capital	0	0	0

LEA-Level Activities

Please list all LEA-Level activities/costs.

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

TCSD will develop an Instructional Leadership team that will be staffed with highly knowledgeable individuals with specialized skills and knowledge in school improvement, this team will support the goals and objective of the project and identified needs of the school. They will be trained in specific school improvement strategies to develop a program and plan to reduce the achievement gap.The staff and key school administrators will be involved in site visits to schools who have successfully closed the achievement gap. Teachers, principals, and administrators will systematically collect and analyze various types of data, including demographic, and achievement gap, to guide decisions to help improve the success of students and schools. These activities will include; data-based decision making, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting annual performance data.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
					Estimated Cost for Non-Capital	
DJES School Improvement Team	10/01/2011	Year 1 and Year 2 Train Staff on Continuous Classroom Improvement using Data- Trainers will work with staff(teachers, Administrators and Paraprofessionals) twice a year to continue training and support for classroom Implementation. Year 3- Build a cadre of Staff to become Data coaches within the building to sustain efforts.	06/01/2014	5,500	6,000	6,000
					Estimated Cost for Capital	
			Total Cost By Year	5,500	6,000	6,000
			Total Cost By Year Capital	0	0	0

	SY 2011-2012	SY 2012-2013	SY 2013-2014
(A) Total Allocation by Year	115610	132000	134100
(B) Capital Outlay Costs	4,000	4,000	4,000
(C) Allowable Direct Costs	111610	128000	130100
(D) Indirect Cost Rate %	4.6500	4.6500	4.6500
(E) Maximum Indirect Cost	4,959	5,687	5,780
(F) Total Activities Above by Year	115,610	131,000	134,466
(G) Budgeted Indirect Cost	3,960	4,672	4,600
(H) Total Budget (F+G)			
Allocation Remaining (A-H)			

Define Allocation by Year

Total Allocation Available	0
SY 2011-2012	115,610
SY 2012-2013	132,000
SY 2013-2014	134,100
Allocation Remaining	-381710

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)

DJES is a Tier III school and is modifying this requirement. Our current principal has been in the school for two years.

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)

TCSD 1 will implement a new teacher evaluation system based on Charlotte Danielson s work. This evaluation system will provide a comprehensive tool for administrators that incorporate teacher analysis of student achievement data and student behavior as relevant to their classroom. TCSD will work with the University of Washington Center for Educational Leadership to train staff on effective instructional practices that will be evaluated within this system. The 5 dimensions of teaching and learning training will tie the direct classroom practices to evaluation and student achievement.Additionally in years two and three of the project TCSD will work with the principals to develop a new principal evaluation system that aligns to the ISLLC Interstate School Leaders Li censure Standards for school leaders.

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

([count] of 2000 maximum characters used)

TCSD has developed a Staff Evaluation advisory committee that will provide input to the district and administrative team for the implementation of the evaluation system. Over the course of the next three years TCSD will review and refine the system to take in account student achievement data

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)

Student growth and Student Behavior will be an integral part of the evaluation process. Staff will be provided multiple data tools to review and understand data that will be used as part of the evaluation system.

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

([count] of 2000 maximum characters used)

TCSD will continue to review current recruitment and retention strategies for staff. Utilizing the continuous improvement process administrators will identify appropriate strategies for improvement retention of staff.

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)

TCSD will support a job embedded professional development model to support differentiation instruction that allows classroom teachers to provide effective instruction for all students. Differentiating instruction is a not a single strategy or practice but rather an approach that utilizes research based instructional and organizational practices to accommodate student differences in the classroom. Teachers can differentiate instructional content, process, product, and or learning environment based on student readiness, interest, and or learning profiles to respond to the unique needs of each student. Effective instructional strategies such as reteaching, using multiple examples, and teaching strategies for how to read, complete math problems, or understand content will be used.TCSD will utilize coaching methods to support teachers as they learn to implement differentiation instruction in their classrooms. Additionally, teachers will continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns. Teachers will use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals. These differentiated instructional strategies will include ELLs and special education students in the general education curriculum and will be used to respond to the unique needs of diverse gifted learners. The District will hire consultants to provide technical assistance to schools on a) how to capitalize on ELLs proficiency in first-language literacy to help them acquire a second language and content knowledge, b) how to make data-based decisions that would facilitate the alignment between instructional needs and the learning environment, and c) how to implement effective use of linguistic accommodations as they acquire English language proficiency.

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)

TCSD will utilize the Five Dimensions of Teaching and Learning Rubric developed by the University of Washington Center for Educational Leadership to evaluate the effectiveness of the job- embedded professional development opportunities provided. In order to provide teachers with targeted, thoughtful professional development and support, leaders need to know what constitutes quality classroom instruction. To help leaders develop this expertise, CEL has developed a rubric that identifies 5 Dimensions and 13 Sub-Dimensions of Teaching and Learning. These Dimensions and the related professional development are aligned with staff evaluation systems. They will be guided by formative teacher evaluation data as well as formative and summative student assessment data to create individualized professional development that will address a teacher's specific challenge areas. TCSD will coordinate with targeted schools to develop a professional development plan that is designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures. Each school will create a professional development plan that takes into consideration the various needs of the instructional staff. The plan will be systemic in implementing instructional approaches that foster collaboration and increase teacher knowledge of best practices. Instructional teams will meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies, all part of the Five Dimensions of Teaching and Learning. Time will be provided for all staff to collaborate and plan strategy implementation. School and district leadership teams will review these plans and data to ensure that support and accountability are provided.

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

([count] of 2000 maximum characters used)

Teachers, principals, and administrators will systematically collect and analyze various types of data, including demographic and achievement gap, to guide decisions to help improve the success of students and schools. These activities will include; data based decision making, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting annual performance data to identify areas of weakness for future educational focus. At risk students will be selected to receive research based interventions. Progress monitoring data will be collected on a frequent basis to gauge the students progress (or response to an intervention) towards increasing academic achievement. Formative assessments can be collected in classrooms to give teachers feedback about students understanding of the material presented and what minor adjustments to their instruction may be needed to improve students understanding. TCSD will employ the use of data systems in broader decision making by utilizing annual state testing results to evaluate the effectiveness of their instructional systems. For example, a district may implement a new core reading series and analyze state testing results to determine if the new reading series is increasing student outcomes, or they may look at areas of poor performance in state testing results to determine where to allocate professional development dollars.

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

([count] of 2000 maximum characters used)

The vision for the project is to provide additional opportunities for students to expand literacy skills. This will take the form of a four week summer camp and 2 sessions of extended day opportunities each week throughout the school year. The goals for the project are to increased literacy and close the achievement gap between Hispanic and low SES students and white students. Research suggests that low income students experience significant learning loss over the summer months, compared with children from higher income families who have access to travel, camps, and other enrichment activities (Pennington, 2006). Summer programs help engage students in unique activities that are beneficial to all students, particularly low income and minority students. TCSD will develop summer programming that will address various aspects of extended learning time including developing resources for professional development on the effective use of additional or newly structured learning time and monitoring extended learning time initiatives.Activities will also include;Creating buy in for extended school days from parents, teachers, students, and the community Provide professional development to ensure that teachers use extra time effectively Create local partnerships with businesses, organizations, etc., to support the extended time initiative Create a plan for monitoring the progress of the extended learning time initiatives.

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

([count] of 2000 maximum characters used)

The curriculum of the home the bundle of attitudes, habits, knowledge, and skills that children acquire through their relationship with their family and that facilitates their school learning is more predictive of academic learning than the family s socioeconomic status (Marzano, Pickering, & Pollock, 2001; Redding, 2000). Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995) Effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, in many venues, over the course of the schooling years. This is vital for all students at all grade levels, in all settings, and even more so for those with disabilities and English language learners. TCSD will focus on strengthening the parental

nvolvement component of the school improvement plan by developing a comprehensive family school partnership. Six types of family involvement have been identified: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. These six areas will form the framework for our family-school partnership.

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

([count] of 2000 maximum characters used)

Principals have decision making abilities over personal, allocation of instructional time, schedule and distribution of resources to the classroom.

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

([count] of 2000 maximum characters used)

The leadership team with district level support will provide ongoing technical assistance to the school. This includes continuous data review and adjustments to the professional development plans to increase teacher and principal capacity to improve student achievement.

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

([count] of 2000 maximum characters used)

Principals have decision making abilities over personal, allocation of instructional time, schedule and distribution of resources to the classroom.

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

([count] of 2000 maximum characters used)

TCSD will develop a comprehensive parent involvement plan that will ensure increased input from parents. Additionally, TCSD will provide project updates and measurement towards attainment towards goals and milestones in a variety of community and staff meetings.

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)

Based on the job embedded Professional Development and increased capacity of the leadership team this model will ensure that the capacity of all staff will be able to sustain their efforts at the end of the project. By simultaneously focusing on both the capacity of the administrative team and the teachers with the Center for Educational Leadership and their Five Dimensions of Teaching and Learning, by the end of the three years we believe there will be shared best instructional practices in both DJES and CES. The district evaluation system will be fully aligned, and with the district leadership teams, accountability to maintain these practices will be ensured.

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

([count] of 2000 maximum characters used)

TCSD has modified the followingIdentify and reward teachers and principals: TCSD has chosen to modify this requirement and not to implement currently based on teacher contract and pay scale.Operational Flexibility: TCSD already provides flexibility to principals at each school over instructional time and schedules.DJES is a Tier III school and is modifying this requirement. Our current principal has been in the school for two years we will continue to provide instructional leadership support to ensure we meet our goals.

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

([count] of 2000 maximum characters used)

Identify and reward teachers and principals: In the past several years, TCSD has made a concerted effort to raise the salary of teachers and administrators. TCSD is also implementing a new evaluation system that is being aligned to its professional development program, based on the Five Dimensions of Teaching and Learning. TCSD believes that these two initiatives need to be given the opportunity and will prove successful in holding teachers and administrators accountable for their performance. Operational Flexibility TCSD already provides flexibility to principals at each school over instructional time and schedules. Principals work closely with the superintendent of schools, and are given flexibility over hiring and firing of teachers.DJES is a Tier III school and is modifying this requirement. Our current principal has been in the school for two years we will continue to provide instructional leadership support to ensure we meet our goals.

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:

☑ 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)

Parent Involvement Meetings- Included community partnerships.School Transitions meeting with Head Start/Early head Start and Local preschool.Community Mental Health Providers. Mapping needs and resources.

☐ 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.

Please describe activities. (2,500 Character Maximum)

Ongoing Academic RTI programming for at- risk students- includes intensive services during the school day as well as after school and during the summer.

☑ 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)

Updated and revised job-embedded professional development based on school/district improvement plan.

☑ 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)

Utilize a data warehouse to collect multiple data points for the district - Pearson Inform

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

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to $14,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
96-Staff Development	6000	2000	2000	0	4000	$14,000	
	0	0	0	0	0	$0	
	0	0	0	0	0	$0	
Sub Total	$6,000	$2,000	$2,000	$0	$4,000	$14,000	

Create Additional Entries

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to $50,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
36-Instruction (Public)	0	0	0	30000	0	$30,000	
96-Staff Development	15000	0	5000	0	0	$20,000	
	0	0	0	0	0	$0	
Sub Total	$15,000	$0	$5,000	$30,000	$0	$50,000	

Create Additional Entries

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to $46,110

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
49-Parent / Family Involvement	3500	0	5800	810	0	$10,110	
81-Summer School Activities	23000	0	0	3000	0	$26,000	
91-Extended Day Activities	10000	0	0	0	0	$10,000	
	0	0	0	0	0	$0	
	0	0	0	0	0	$0	
	0	0	0	0	0	$0	
Sub Total	$36,500	$0	$5,800	$3,810	$0	$46,110	

Create Additional Entries

Governance:
Based upon activities specified for this school, budget details for this section should sum to $0

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

Create Additional Entries

LEA-Level Activities:
Based upon activities specified for this school, budget details for this section should sum to $5,500

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
96-Staff Development	0	0	5000	500	0	$5,500	
	0	0	0	0	0	$0	

	6	0	0	0	0	0	$0		e
Sub Total		$0	$0	$5,000	$500	$0	$5,500		

Create Additional Entries

******** TOTALS ********	$57,500	$2,000	$17,800	$34,310	$4,000	$115,610	

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$115,610		(F) Total budgeted above	$115,610
(B) Capital Outlay Costs	$4,000		(G) Budgeted Indirect Cost	3500
(C) Allowable Direct Costs (A-B)	$111,610		(H) Total Budget (F+G)	$119,110
(D) Indirect Cost Rate %	3.5000			
(E) Maximum Indirect Cost (C*(D/1+D))	$3,774			

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 $16,000

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	6000	2000	0	0	0	$8,000	
96-Staff Development	0	0	4000	0	4000	$8,000	
	0	0	0	0	0	$0	
Sub Total	$6,000	$2,000	$4,000	$0	$4,000	$16,000	

Create Additional Entries

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to $63,000

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)	15000	0	0	0	0	$15,000	
96-Staff Development	0	0	40000	8000	0	$48,000	
	0	0	0	0	0	$0	
Sub Total	$15,000	$0	$40,000	$8,000	$0	$63,000	

Create Additional Entries

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to $46,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
49-Parent / Family Involvement	3500	0	6000	500	0	$10,000	
81-Summer School Activities	23000	0	0	0	0	$23,000	
91-Extended Day Activities	10000	0	0	3000	0	$13,000	
	0	0	0	0	0	$0	
	0	0	0	0	0	$0	
	0	0	0	0	0	$0	
Sub Total	$36,500	$0	$6,000	$3,500	$0	$46,000	

Create Additional Entries

Governance:
Based upon activities specified for this school, budget details for this section should sum to $0

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

Create Additional Entries

LEA-Level Activities:
Based upon activities specified for this school, budget details for this section should sum to $6,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
96-Staff Development	500	0	5000	500	0	$6,000	
	0	0	0	0	0	$0	

	6	0	0	0	0	0	$0		e
Sub Total		$500	$0	$5,000	$500	$0	$6,000		

Create Additional Entries

******** TOTALS ********	$58,000	$2,000	$55,000	$12,000	$4,000	$131,000	

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$132,000		(F) Total budgeted above	$131,000
(B) Capital Outlay Costs	$4,000		(G) Budgeted Indirect Cost	4600
(C) Allowable Direct Costs (A-B)	$128,000		(H) Total Budget (F+G)	$135,600
(D) Indirect Cost Rate %	3.5000			
(E) Maximum Indirect Cost (C*(D/1+D))	$4,328			

Calculate Totals

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

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to $19,100

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	8000	2100	0	0	0	$10,100	
96-Staff Development	0	0	5000	0	4000	$9,000	
	0	0	0	0	0	$0	
Sub Total	$8,000	$2,100	$5,000	$0	$4,000	$19,100	

Create Additional Entries

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to $63,000

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)	15000	0	0	8000	0	$23,000	
96-Staff Development	0	0	40000	0	0	$40,000	
	0	0	0	0	0	$0	
Sub Total	$15,000	$0	$40,000	$8,000	$0	$63,000	

Create Additional Entries

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to $46,366

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
49-Parent / Family Involvement	3500	0	6000	500	0	$10,000	
81-Summer School Activities	23000	0	0	366	0	$23,366	
91-Extended Day Activities	10000	0	0	3000	0	$13,000	
	0	0	0	0	0	$0	
	0	0	0	0	0	$0	
	0	0	0	0	0	$0	
Sub Total	$36,500	$0	$6,000	$3,866	$0	$46,366	

Create Additional Entries

Governance:
Based upon activities specified for this school, budget details for this section should sum to $0

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

Create Additional Entries

LEA-Level Activities:
Based upon activities specified for this school, budget details for this section should sum to $6,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total SI-1003g-School_Improve Funds	Delete Row
96-Staff Development	500	0	5000	500	0	$6,000	
	0	0	0	0	0	$0	

	6	0	0	0	0	0	$0		e
Sub Total		$500	$0	$5,000	$500	$0	$6,000		

Create Additional Entries

******** TOTALS ********	$60,000	$2,100	$56,000	$12,366	$4,000	$134,466	

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$134,100	(F) Total budgeted above	$134,466
(B) Capital Outlay Costs	$4,000	(G) Budgeted Indirect Cost	4234
(C) Allowable Direct Costs (A-B)	$130,100	(H) Total Budget (F+G)	$138,700
(D) Indirect Cost Rate %	3.5000		
(E) Maximum Indirect Cost (C*(D/1+D))	$4,399		

Calculate Totals

Budget (Read Only)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
20	Coordination of Services	14,000	4,100				18,100
36	Instruction (Public)	30,000			38,000		68,000
49	Parent / Family Involvement	10,500		17,800	1,810		30,110
60	Public School Choice						
81	Summer School Activities	69,000			3,366		72,366
90	ELL Activities						
91	Extended Day Activities	30,000			6,000		36,000
94	School and Community Support						
82	Support Services						
96	Staff Development	22,000	2,000	111,000	9,500	12,000	156,500 39.78 %
Total Direct Costs		175,500	6,100	128,800	58,676	12,000	381,076 96.86 %
Approved Indirect Cost X 3.5000%							12,334
Total Budget							393,410

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' <u>Academic Achievement</u> (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. To accomplish this need, the <u>Statewide Percent Proficient by Grade</u>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 <u>Statewide Percent Proficient by Grade</u>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 <u>Statewide Percent Proficient by Grade</u>values (50% and 60% respectively). This halfway point, the <u>Weighted Average Statewide Percent Proficient</u>is then 55%.
            a. Mathematically, this 55% weighted average is calculated as [(50 fourth grade students * 50% <u>Statewide PercentProficient by Grade</u>for fourth grade) + (50 fifth grade student * 60% <u>Statewide Percent Proficient by Grade</u>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 <u>Statewide Percent Proficient byGrade</u>for fourth grade of 50% becomes the <u>Weighted Average Statewide Percent Proficient</u>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 <u>Weighted Average Statewide Percent Proficient</u>applicable to the school's particular enrollment-by-grade makeup.
   a. <u>Relative Proficiency Performance</u> 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. <u>Relative Proficiency Performance</u> 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' <u>Progress</u>in performance on PAWS (Wyoming's state assessment) for each subject tested:

1. As described within Wyoming's <u>Academic Achievement</u>metric overview, the <u>Relative Proficiency Performance</u>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 postive <u>Performance Trend Value</u>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. <u>Performance Trend Value</u> 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 <u>Academic Achievement</u>and <u>Progress</u>rankings:
   a. Math Academic Achievement Ranking
   b. Reading Academic Achievement Ranking
   c. Math Progess Ranking
   d. Reading Progress Ranking
2. Methodology remains the same across the four component rankings and the final <u>School Academic Achievement and Progress Ranking</u>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		
		Arapaho 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.   <u>Defining key terms.</u> 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.   <u>Greatest need.</u> 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)   <u>Tier I schools:</u>

(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)   <u>Tier II schools:</u>

(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)   <u>Tier III schools:</u>

(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 indentify 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.   <u>Strongest Commitment.</u> An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fullyand effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve.

(a)   <u>Turnaround model:</u>

(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 permissbile activities under the transformation model; or

    (ii) A new school model (e.g., themed, dual language academy).

(b) <u>Restart model:</u> A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, acharter management organization (CMO), or an education managment 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) <u>School closure:</u> 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) <u>Transformation model:</u> 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) <u>Permissible activities:</u> 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 mutal consent of the teacher and principal, regardless of the teacher's seniority.

(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 inteventions 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 stragegies 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 or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

          (ii)   Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

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

          (i)   Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive Title I funds, whichever number of schools is greater; or

          (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)

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

4. <u>Evidence of strongest commitment.</u>

    (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)

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9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the state.

    (b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the 'differentiated accountability pilot' must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewable for additional one-year periods.

    (a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA --

        (i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

        (ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 of the goals established by the LEA.

    (b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

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

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

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

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

Appendix C - Section III

III.   Reporting and Evaluation:

A.   <u>Reporting metrics.</u>

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.   <u>Evaluation.</u>

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 executedwhat 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 servedhomegrown 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 reassignedwhat 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: 9/30/2011

Consistency Check is running...

Application History (Read Only)

Status Change	UserId	Action Date
Submitted to WDE	Pamela Shea	12-01-2011
Submitted for Local Review	Pier Trudelle	12-01-2011
Returned for Changes	Beth VanDeWege	11-10-2011
Submitted to WDE	Pamela Shea	09-30-2011
Submitted for Local Review	Pier Trudelle	09-30-2011

Page Review Status

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[e] Expand All

                                                        Review Status of page

1003g School Improvement - ARRA
                                        Page Status   OK   Needs   Mark Final
                                                                updates

1003g School Improvement - ARRA

                                    Save

Amendment Description

1.   Is this an amendment to an original application?   ☐   Yes   ☐   No