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Applicant:	0601 Crook #1
Application:	2011-2012 Title I - SI 1003g - A0 - Hulett school
Project Period:	7/1/2011 - 6/30/2012
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Purpose: School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the _Federal Register_in January 2010 (final requirements, attached as Appendix C), school improvement funds are to be focused on each States Tier I and Tier II schools. Tier I schools are a States persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the States other Tier I schools. Tier II schools are a States persistently-lowest achieving secondary schools (attached as Appendix A) that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the States other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools (Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

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

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

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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

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

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

             Deadline for submission will be 12:00 am (midnight) M.S.T., May 28, 2012. This application will be submitted electronically via
             the WDE Grants Management System (GMS). Please contact the GMS Coordinator, Randal Butt, at 307-777-8739 to request
             access and establish a log in for this grant application.

             Please direct questions concerning this grant to:

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Review Criteria

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

Selection Process

A review panel comprised of WDE staff will review all applications to verify that all required items are addressed and that the requested allocation is appropriate. WDE will make the final decisions concerning appropriate expenditures and budgets. Please note that submission of a grant application is not a guarantee that an LEA will receive a grant award.

Prioritization

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 approximately one (1) years starting on June 29, 2012 and ending June 30, 2013 (Continuation funding may be applied for to extend the grant activities for at least one, possibly two additional years). An extension to September 30, 2013 may be requested during the year of the grant period, but a detailed reasoning must be given as to why these funds should be extended to that date. All funds must be drawn. If any funds are not encumbered by June 30, 2013, the LEA will revert any unencumbered funds to the WDE for reallocation unless the LEA has requested an extension to September 30, 2013. All encumbered funds must be drawn down and spent by December 31, 2013.

Since the grant will be awarded June 15, 2012, the time period from the grant award up to the beginning of the 2012-2013 school year may include a pre-implementation phase to ensure full implementation of the School Intervention Model at the start of the 2012-2013 school year.

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)]

LEAs will be required to revise and update their grant application and submit a new grant application each year by April 5th during the Grant Renewal. At that time, the LEA/School will update the current application, strategies, timelines, and budgets and submit as a new application for the next years funding. 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 April 5th. 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 submit an application for the next years funds until those requirements have been met. Likewise, if PAWS data has not been uploaded and analyzed by October 1, the LEA/School will not be able to request funds until that data has been submitted.

Data will be reviewed by an independent reviewer hired by the WDE and evaluated as to whether or not the school has met their goals and/or is making progress on their leading indicators. Initial approval to continue with the grant will be given by the reviewer, with the assumption that PAWS data will be uploaded by October 1. The reviewer also can request any clarifications on the data submitted. Upon review of all the data, the reviewer will report their findings to the WDE and give a recommendation as to whether to allow the LEA/school to apply for additional funds, give conditional approval for the LEA/school to apply for additional funds based on meeting goals and/or making progress, or not allow the LEA/school to apply for additional funds based on the LEA/School not meeting their goals and making progress, or for not fully and efficiently implementing the grant as is written.

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:							

COMPREHENSIVE NEEDS ASSESSMENT

4. Data are accurately interpreted to identify strengths and weaknesses.
* Is the information presented an accurate reflection of the data? Has the school missed pertinent information?
* The STRENGTHS should be derived from the strengths in the Accountability Data. Review all summary sheets to determine the strengths.
* The WEAKNESSES should be derived from the weaknesses in the Accountability Data. Analyze the Reports, Summaries, Subgroup Percent Proficient, DRA, DIBELS, PAWS, PAWS 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:							

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:	

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:							

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:							

ACTION PLAN - FAMILY AND COMMUNITY INVOLVEMENT

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

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

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

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

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

ACTION PLAN - MODIFYING POLICIES AND PRACTICES

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

1. The school is committed to modifying existing practices and policies so interventions can be fully and effectively implemented.
* Are the activities selected new and innovative, or are the practices and activities that are already occurring applicable activities?
* School is clearly moving to reform existing policy and practices.

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

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:							

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:

<u>DESIRED OUTCOMES (OBJECTIVES)</u>

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:							

<u>BUDGET</u>

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:							

<u>Funding or Impact Study</u>

☐ 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:	

A. LEA Information

LEA Name*:

Crook County School District

NCES ID Number*:

5602370

Name and Title of LEA Contact for Grant Application:

Last Name*:

Brown

First Name*:

Teresa

Middle Initial

A

Address1*:

307

Telephone Number*:

307 283 2299

Address2:

po box 180

City*:

Sundance

Zip* +4

82729 0830

Email Address*:

brownta@crook1.com

B. School Information

School Name*:

Hulett

NCES ID Number*:

00407

School Principal - Last Name *:

Lougee

First Name*:

Beth

Middle Initial

A

Address1*:

PO Box 127

Telephone Number*:

307 467 5231

Address2:

City*:

Hulett

Zip* +4

82720 0127

Email Address*:

lougeeb@crook1.com

Grade Span*:

K-8

Poverty Rate*:

46

Current Graduation Rate*:

98

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

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

Provide a brief description of your school, your attendance area, and your community: (458 of 2000 maximum characters used)

Hulett School, nestled in a valley of the Black Hills of Wyoming, is a K-12 school with 162 students. The town's population is 383 and the two major industries are timber and agriculture. The Title I student population consists of students in K-8th grades who show an area of weakness in two out of three reading and math assessments. The K-8th grade population of 90 students is predominantly white (98%), with 46% of all students on free-reduced lunch.

List your school and LEA mission statement how do they align? (645 of 2000 maximum characters used)

The district mission statement states: Crook County School District #1 creates and sustains learning communities which prepare each student to morally and ethically live, work, and learn successfully in a changing 21st century.Hulett Staff developed a mission statement aligned to the district. Hulett School mission statement states: Provide a safe environment to promote lifelong learning in a global community, a tolerance for diversity, critical and innovative communication and thinking, and ethical leadership. The district and the school mission statements address 21st Century skills to promote lifelong learning in all students.

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: (1317 of 2000 maximum characters used)

A comprehensive needs assessment was conducted to include all stakeholders in Hulett. These meetings addressed individual needs and school wide needs as assessed through PAWS and MAP data which was then broken down into classroom needs. School wide data meetings were held bi-monthly to monitor progress and adjust learning as needed.After analyzing Hulett School data and assessing the past three years(2009-Fall 2011) and preparing for the future (Spring 2012-beyond) a packet of information for the parents, school board members, Hulett School staff and students is available to review. Education is a continuous improvement process and data is only a piece of whole picture. The 5 AdvancED Accreditation Standards in a strategic plan that outlines the school districts plan and goals past and future. The data presented is based on actual figures of Hulett Students and shows the importance of data driven decisions when needing to implement change in an educational setting. The information of where Hulett School K-12 has come from and where Hulett School K-12 needs to move to promote Successful, Responsible 21st Century Citizens is addressed and presented to all stakeholders. The comprehensive needs assessment carefully addressed the Title I students growth as compared to the non-Title I students.

Summarize (using data) the actual results of your needs assessment: (1855 of 2000 maximum characters used)

Hulett School's Map Data In 2009, Title I students taking MAP math showed 39% of them were at the 40th Percentile or above in math as compared to Non-Title students in 2009 showing 82% at the 40th Percentile or above. In 2010, Title I students taking MAP showed 63% of them were at the 40th Percentile or above in reading as compared to Non-Title students in 2010 showing 92% at the 40th Percentile or above.In 2009, Title I students taking MAP showed 58% of them were at the 40th Percentile or above in reading as compared to Non-Title students in 2009 showing 75% at the 40th Percentile or above. In 2010, Title I students taking MAP showed 58% of them were at the 40th Percentile or above in reading as compared to Non-Title students in 2009 showing 92% at the 40th Percentile or above.Hulett School's PAWS DataIn 2009, Title I students taking PAWS showed 19% proficiency or advanced performance levels in math as compared to Non-Title students in 2009 showing 29% proficiency or advanced performance levels in math. In 2010, Title I students taking PAWS showed 61% proficiency or advanced performance in math as compared to our Non-Title math kids showed 66%. In 2011, PAWS results for Title I math students increase to 88% proficiency or advanced performance as compared to 78% of the Non-title students in math. In 2009, Title I students taking PAWS showed less than 1% proficiency or advanced performance levels in Reading as compared to Non-Title students in 2009 showing 32% proficiency or advanced performance levels in reading. In 2010, Title I students taking PAWS showed 33% proficiency or advanced performance in Reading as compared to our Non-Title Reading kids showed 44%. In 2011, PAWS results for Title I students in reading increase to 72% proficiency or advanced performance as compared to 67% of the Non-title students.

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

Strengths: (969 of 2000 maximum characters used)

Throughout the year, the staff administers DIBELS, MAP, PAWS, District-wide Assessments and Total Reader to determine an at-risk roster that can change based upon student proficiency. For diagnostic purposes the Decoding Survey, MAP's DesCartes, PAWS and ERDA are used to identify areas of weakness. Using the data to guide instruction the staff works collaboratively to meet the needs of each student. Analyzing student screening (DIBELS) and assessment (DIBELS, MAP, PAWS, District-wide Assessments) results, data meetings are regularly held that bring all students into the intervention conversation. One goal is to provide prescriptive assessment and immediate explicit instruction to students who demonstrate areas of difficulty in reading or math. We document student responses to intervention and adjust instruction accordingly. Another goal is for all students to show significant gains whether they are 'at-risk' or have an above-benchmark performance.

Weaknesses: (1547 of 2000 maximum characters used)

Hulett School's Map Data In 2009, Title I students taking MAP math showed 39% of them were at the 40th Percentile or above in math as compared to Non-Title students in 2009 showing 82% at the 40th Percentile or above. In 2010, Title I students taking MAP showed 63% of them were at the 40th Percentile or above in reading as compared to Non-Title students in 2010 showing 92% at the 40th Percentile or above.In 2009, Title I students taking MAP showed 58% of them were at the 40th Percentile or above in reading as compared to Non-Title students in 2009 showing 75% at the 40th Percentile or above. In 2010, Title I students taking MAP showed 58% of them were at the 40th Percentile or above in reading as compared to Non-Title students in 2009 showing 92% at the 40th Percentile or above.Hulett School's PAWS DataIn 2009, Title I students taking PAWS showed 19% proficiency or advanced performance levels in math as compared to Non-Title students in 2009 showing 29% proficiency or advanced performance levels in math. In 2010, Title I students taking PAWS showed 61% proficiency or advanced performance in math as compared to our Non-Title math kids showed 66%. In 2009, Title I students taking PAWS showed less than 1% proficiency or advanced performance levels in Reading as compared to Non-Title students in 2009 showing 32% proficiency or advanced performance levels in reading. In 2010, Title I students taking PAWS showed 33% proficiency or advanced performance in Reading as compared to our Non-Title Reading kids showed 44%.

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.) (1948 of 2000 maximum characters used)

How did Hulett Administration and Staff arrive at needing a change?1.Data: MAP, PAWS and/or DIBELS scores in the primary grades of 2nd and 3rd consistently show a drop in performance or slow gains in academic performance in reading and math.2.Data: 4th grade continuously enters the grade level not at grade level.3.Data: Viewed data to see what academic areas teachers were strongest in, ex. 6th grade teacher consistently had above average math scores, 4th grade teacher consistently had above average reading scores, etc. (note 4th grade teacher moving to 2nd grade based on the decision to use strength of teaching skills to enhance primary skills), 5th grade teacher moved to 1st grade as teaching skills will enhance primary level skills.*Hired: New elementary teacher with strengths in reading and writing to focus on 3rd, 4th and 5th.4. 2nd grade teacher moved to special education based on strength of one to one teaching of skills and special education teacher moved to district position to enhance the vocation skills of all district special education students.Goal 1: Reading80% of 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, and 12th grade students will demonstrate a proficiency comprehension of reading by demonstrating the 7 key comprehension strategies when analyzing text in English Language Arts by 09/20/2013 as measured by state, district, and building level assessments.Goal 2: Math80% of 7th, 8th, 9th, 10th, 11th, and 12th grade students will demonstrate a problem solving reasoning skills in Mathematics by 05/31/2013 as measured by state district, and building assessments.Goal 3: Writing80% of Kindergarten, 1st, 2nd, 3rd, 4th, 5th, and 6th grade students will complete a portfolio or performance producing a well developed organized paragraph in English Language Arts by 05/31/2013 as measured by teachers and administrators using a rubric to grade writing samples and classroom writing assignments.

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): (814 of 2000 maximum characters used)

Transformation Model: Under the Transformation model, increased learning time, establish schedules and strategies that provide increased learning time and involve parent and community resources were implemented in the school based on the comprehensive needs assessment. In 2010-11, Hulett School looked at student needs and teachers strengths and weaknesses over a three year span. Based on the data Hulett School realigned classrooms to match the needs of the students to the strengths of the teachers, Hulett School moved the 6th grade classroom out of the elementary and into a middle school model to address weak transition as well as academic needs, and based on data showing weaknesses in the primary grades we moved teachers into the primary grades to build a strong foundation with the primary students.

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: (599 of 2000 maximum characters used)

Crook County School District provided funds to offer support in the evaluation system to improve or counsel out teachers. The district provided release time to teachers to improve instructional needs in the areas of reading, math and classroom management. Crook County School District provided funds for early designation of retirement or resignation so that early recruiting would be possible. The district provided teacher housing for the first three years to attract teachers to the area. The district offers signing bonuses to recruit teachers in hard to fill areas such as science and math.

Explain how implementing this model will meet the needs of all the students in your school: (1852 of 2000 maximum characters used)

Starting Point the Spring of 2011, Hulett Elementary School started the first phase of realigning classrooms and teachers to meet the needs of the students. The 2011-2012 school year greeted the Hulett students with decisions that were made based on what's best for the students and who is the best teacher to meet every student's educational needs. As the administration we made these decisions based on answering three questions: What is the purpose?Will this actually accomplish a purpose?What will the best people think?The Hulett Elementary School is now a Kindergarten through 5th grade school. One decisions made for the 2011-2012 school year was departmentalizing. Each classroom rotates to teachers who have strengths in teaching specific subject areas. It provides the students with time to focus on subject areas AND have time in their days to learn each subject area daily. The decision to departmentalize only reaches maximum efficiency if the students are placed in classrooms that are in a short distance of each other. The elementary school will be arranged in pods where the 5th, 4th and 3rd grade classrooms are in one area and the 2nd, 1st and K are located in another pod. NEW computer/science lab. We created a lab that is research and educationally based to meet the needs of all students in the areas of technology and science. It is a place for hands on learning and integration of all subject areas. Support Systems-Title I Room, Special Education: The support system classrooms will continue to be housed at the end of the elementary wing of the school.Specials: PE, Music, Art, Library and Keyboarding: The students will continue to take part in all specials. The new schedule has allowed us to maximize time spent in each special and make sure that the students are getting time in each specials area weekly.

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): (411 of 2000 maximum characters used)

Parents, community members and students provided input through a variety of meetings regarding the needs of the schools. Title I family nights provided opportunities for families to learn about the needs of the Title I students compared to non Title I students. School Improvement meetings provided opportunities for parents, community members and students to review data and set goals for future improvement.

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

[   ] [Browse...]

Files Uploaded: 2011 PAWS-20120530111524-0601000tbrown.docx
                   graduation rate-20120530111247-0601000tbrown.xlsx

2011 Graduation Rate Data Upload

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Files Uploaded: graduation rate-20120530111617-0601000tbrown.xlsx

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

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	☑	3	○	○
Professional Learning Communities	☑	2	○	○
Bridges Grant (either Extended Day or Year)	☑	5	○	○
Pre-School Program(s)	☑	5	○	○
Title I School Improvement Funds	○		☑	○
Title I-D, Subpart A	○		○	○
Title II-A Teacher/Leader Quality Partnership	☑	5	○	○
Title II-B - Math/Science Partnership	○		○	○
Title II-D Enhancing Education Through Technology Grant	○		○	○
Title III Services to English Language Learners	○		○	○
McKinney-Vento Homeless Grant	○		○	○
GEAR-UP	☑	5	○	○
Other:	○		○	○
Other:	○		○	○
Other:	○		○	○
Other:	○		○	○

List Supplemental Educational Services provided for your students (Title I schools in SI 2 and above): (1991 of 2000 maximum characters used)

Title I funds have been applied to purchase needs-specific programs for students with difficulties: LiPS (Lindamood-Bell's phonemic system), Seeing Stars (Lindamood-Bell's alphabetic principal system), Phonics Blitz, ERDA (Early Reading Diagnostic Assessment), Read Naturally (computer program for fluency), leveled Readers' Theater scripts, many of the Guided Reading books in the Reading Room and many of the nonfiction books in the elementary science lab, are available resources. The data results are revisited routinely for instructional effectiveness and for students' responses to these interventions. Title I funds are used to provide a highly qualified certified reading specialist for kindergarten through twelve grades and highly qualified personnel to provide explicit reading or math instruction as needed. The Title One classified staff work under the supervision of certified teachers. In addition to Guided Reading one-on-one or small group settings, para-educators also 'flood'. Flooding a classroom involves para-educators working under teacher supervision within the classroom setting. Family Night which is sponsored by Title One funds offers parents the opportunity to participate in the reading and math interventions their student may be experiencing on a daily basis. Take-home activities and give-away books are part of the overall promotion of math and reading literacy at home. Professional development has focused upon analyzing the screening and assessment data to guide differentiation and apply research-based best practices of academic instruction. The elementary staff has worked cohesively for two years to implement a core reading program throughout the elementary grade levels. The secondary teachers have participated in data discussions, altered their teaching strategies as suggested by a BIT (Building Intervention Team) and they drove the decision to participate in a class designed improve writing skills as well as reading skills.

List the Distance Learning (i.e., web-based, satellite) courses provided for your students: (2 of 2000 maximum characters used)

NA

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

University	University of Wyoming
Technical Institute	Eastern Wyoming College
Feeder School(s)	NA
Community	Hulett Town Council
Business/Industry	Neiman Sawmill Enterprises
Private Grants	NA
Other	NA

Please give a detailed explanation as to how the strategies selected will utilize the existing programs, funding sources, and partnerships listed above: (739 of 5000 maximum characters used)

As we transition from a K-8 targeted Title I program to a school wide K-12 Title I program we will utilize the University of Wyoming, Eastern Wyoming College and local business and industries for increasing school to career and college expectations. The listed programs: LiPS (Lindamood-Bell's phonemic system), Seeing Stars (Lindamood-Bell's alphabetic principal system), Phonics Blitz, ERDA (Early Reading Diagnostic Assessment), Read Naturally (computer program for fluency), leveled Readers' Theater scripts, many of the Guided Reading books in the Reading Room and many of the nonfiction books in the elementary science lab, are available resources, will be continued for enrichment and remediation tools throughout the K-12 school.

Will these funding sources and partnerships be available when the funding for this grant has ended? (919 of 2000 maximum characters used)

The partnerships that have been developed with the Hulett Town Council and Neiman Enterprises will be continued for school and career readiness. The other programs and strategies will continue only if they prove to be effective through yearly monitoring of student data. Each partnership has been established through school and community relationships developed by new staff members (Agricultural Teacher) that promotes 21st Century Skills aligned to college and career readiness.Eastern Wyoming College houses the local community education program within the school building. These services have been addressed and improved in 2011-12 school year to address career and college readiness through an increase of college courses, assessment tools to improve national testing and early college readiness placement testing. There is also an increase in online courses to enhance learning and promote college readiness.

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

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

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

☐ Please check here that you are uploading the requested information.

[   ] Browse...

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)

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, 2013.

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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)

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 2012-2013 school year

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

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.

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.

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.

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 2011-2012 school year in preparation for full implementation in the 2012-2013 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 2012-2013 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)

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.

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.

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.

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 2011-2012 school year in preparation for full implementation in the 2012-2013 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 2012-2013 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)

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

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Pre-Implementation Activities - This section should only be reported for the first year

Please list all Pre-Implementation activities/costs. Pre-implementation activities should only be reported for the first year.

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

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				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 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
[ ]	[ ]	_____	[ ]	[ ]	[ ]	[ ]
				Estimated Cost for Capital		
				[ ]	[ ]	[ ]

	SY 2012-2013	SY 2013-2014	SY 2014-2015
Total Cost By Year	[ ]	0	0
Total Cost By Year Capital	[ ]	0	0

		SY 2012-2013	SY 2013-2014	SY 2014-2015
	(A) Total Allocation by Year	0	0	0
Define Allocation by Year	(B) Capital Outlay Costs	[ ]	[ ]	[ ]
Total Allocation Available 106500	(C) Allowable Direct Costs	0	0	0
SY 2012-2013 [ ]	(D) Indirect Cost Rate %	[ ]	[ ]	[ ]
SY 2013-2014 [ ]	(E) Maximum Indirect Cost	[ ]	[ ]	[ ]
SY 2014-2015 [ ]	(F) Total Activities Above by Year	[ ]	[ ]	[ ]
Allocation Remaining 106500	(G) Budgeted Indirect Cost	[ ]	[ ]	[ ]
	(H) Total Budget (F+G)	[ ]	[ ]	[ ]
	Allocation Remaining (A-H)	[ ]	[ ]	[ ]

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.

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 2011-2012 school year in preparation for full implementation in the 2012-2013 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 2012-2013 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)

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

(249 of 2000 maximum characters used)

Increase the % of students in grades K-11th meeting MAP growth targets in reading and math to 80% by the year 2015.Increase the % of students in grades 3-8th and 11th meeting PAWS growth targets in reading, writing and math to 80% by the year 2015.

Desired Outcomes (Objectives):

(864 of 2000 maximum characters used)

Goal 1: Reading80% of 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, and 12th grade students will demonstrate a proficiency comprehension of reading by demonstrating the 7 key comprehension strategies when analyzing text in English Language Arts by 09/20/2013 as measured by state, district, and building level assessments.Goal 2: Math80% of 7th, 8th, 9th, 10th, 11th, and 12th grade students will demonstrate a problem solving reasoning skills in Mathematics by 05/31/2013 as measured by state district, and building assessments.Goal 3: Writing80% of Kindergarten, 1st, 2nd, 3rd, 4th, 5th, and 6th grade students will complete a portfolio or performance producing a well developed organized paragraph in English Language Arts by 05/31/2013 as measured by teachers and administrators using a rubric to grade writing samples and classroom writing assignments.

Procedures for Evaluating Implementation Indicators:

(299 of 2000 maximum characters used)

Students will be assessed in reading and math in the Fall, Winter and Spring of each year to monitor progress in each area using NWEA MAP assessments. PAWS data will be another assessment tool in measuring student progress. DIEBELS, running records and …..will be used to assess student progress.

Activities and Action Plan: Pre-Implementation during 2011-2012 school year (June 15, 2012 to start of 12-13 school year)

Full Implementation must occur in the 2012-2013 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 (254 of 1000 maximum characters used)

New Staff Evaluation system that will be used is the McREL evaluation system. The cost associated will include two staff training days in August prior to the start of school. Title II funded will be used for recruitment/placement/retention strategies.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Teresa Brown and Beth Lougee	08/08/2012	Sept 2012-growth target completion,formative evaluations Nov.2012 and Jan.2012, and Summative evaluation March 2013. Repeated yearly in Sept.,Nov., and March.	04/01/2015	5,000	5,000	5,000
				Estimated Cost for Capital		

Enter Activity Description (280 of 1000 maximum characters used)

Mentor teachers will be given a stiphend for implementing lesson plan design that include high yeild strategies with the new teachers. The mentor teachers will have release time to conference about classroom instruction, lesson design, setting goals using data, and data mining.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Teresa Brown and Beth Lougee	08/08/2012	Monthly meetings and classroom visitation with mentor teacher. Toni Neiman, Beth Marlatt and Josh Willems are part of the leadership team as instructional facilitators and mentoring teachers.	05/20/2015	10,000	8,000	5,000
				Estimated Cost for Capital		

Enter Activity Description (134 of 1000 maximum characters used)

Academic walk through training on classroom high yeild strategies and anatomy of a lesson training will be provided by Literacy First.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Teresa Brown and Beth Lougee	08/16/2012	Monthly meetings and classroom walkthroughs by Principal and Mentor Teachers. Toni Neiman, Beth Marlatt and Josh Willems are part of the leadership team as instructional facilitators and mentoring teachers.	05/23/2015	30,000	25,000	15,000
				Estimated Cost for Capital		
Total Cost By Year				45,000	38,000	25,000
Total Cost By Year Capital				0	0	0

Instructional and Support Strategies

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

Enter Activity Description (264 of 1000 maximum characters used)

Enrichment and remediation time has been built into the master schedule for all students at Hulett grades 3-12. The time allotted for enrichment and remediation is designed to address the individual needs of all students in the areas of reading, writing and math.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Beth Lougee and certi. staff	08/16/2012	Daily schedule with 40 to 60 minutes set up to address individual weaknesses and strengths, daily common planning times for teachers and data analysis to address areas of concerns. Certified teachers grades 3-12 will be involved in implementing the remediation and enrichment classes built into the day.	05/23/2015	15,000	10,000	10,000
				Estimated Cost for Capital		
				0	0	0

Enter Activity Description (162 of 1000 maximum characters used)

Hire Wayne Dennis and Debbie Head, educational consultants, to provide professional development in the areas of reading, writing and math school improvment goals.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
Teresa Brown and Beth Lougee	08/16/2012	Trainings provided throughout the school year to provide continous trainings in the areas of math, reading and writing. Wayne Dennis will train first year teachers in high yield strategies, anatomy of a lesson and project based learning.	05/23/2015	20,000	15,000	10,000
					Estimated Cost for Capital	
				0	0	0

Enter Activity Description (391 of 1000 maximum characters used)

Implement a middle school model for grades 6th through 8th. Built in advocacy times, hired a math/social studies teacher to limit the number of adults associated with students through out the day (3 core teachers meeting daily with student versus 4 core teachers). Include transition times to move from grade to grade and from elementary to middle school and middle school to high school.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
Beth Lougee and Aaron Mines	08/16/2012	Common planning times, advocacy groups, and bi-monthly data meetings. The teachers directly involved with the 6-8 grade students- Aaron Mines, David Sibbets, Tara Markuson, Astrid Teter are all on the leadership team with specific areas of focus on middle school.	08/16/2015	10,000	8,000	5,000
					Estimated Cost for Capital	
		Total Cost By Year		45,000	33,000	25,000
		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 (295 of 1000 maximum characters used)

Hulett School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general goodwill between the school and those it serves. Hulett School will strive to develop and maintain the capacity for a meaningful and productive school.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
Teresa Brown and Beth Lougee	08/16/2012	Long range planning for continuous improvement- August 2012; orientation and open house for transitions from grade to grade- August 2012, 2013, 2014, etc.; State and local student assessment informational nights- on going.	05/23/2015	7,000	5,000	5,000
					Estimated Cost for Capital	
				0	0	0

Enter Activity Description (82 of 1000 maximum characters used)

The school will conduct annual review of its program (school involvement program).

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
Teresa Brown and Beth Lougee	08/16/2012	Involve family members of the school, alumni and community members, address individual needs of the school and recognize collectively in local newspaper for attending PT conferences and activities- on going	05/23/2015	7,000	5,000	5,000
					Estimated Cost for Capital	
				0	0	0

Enter Activity Description (0 of 1000 maximum characters used)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
					Estimated Cost for Capital	
		Total Cost By Year		14,000	10,000	10,000
		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 (81 of 1000 maximum characters used)

(entered by WDE) $2500 for Purchased Services - District should update this item.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
					Estimated Cost for Non-Capital	
Teresa Brown and Beth Lougee	08/01/2012	CII computer program for measurement of best practice.	06/30/2012	2,500	0	0
					Estimated Cost for Capital	
			Total Cost By Year	2,500	0	0
			Total Cost By Year Capital	0	0	0

LEA-Level Activities

Please list all LEA-Level activities/costs.

Enter Activity Description (0 of 1000 maximum characters used)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
					Estimated Cost for Capital	

Total Cost By Year: 0 | 0 | 0 | Total Cost By Year Capital: 0 | 0 | 0

Pre-Implementation Activities - This section should only be reported for the first year

Please list all Pre-Implementation activities/costs. Pre-implementation activities should only be reported for the first year.

Enter Activity Description (0 of 1000 maximum characters used)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
					0	0
					Estimated Cost for Capital	
					0	0

Enter Activity Description (0 of 1000 maximum characters used)

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
					Estimated Cost for Non-Capital	
					0	0
					Estimated Cost for Capital	
					0	0
			Total Cost By Year	0		
			Total Cost By Year Capital	0		

Define Allocation by Year			SY 2012-2013	SY 2013-2014	SY 2014-2015
		(A) Total Allocation by Year	106500	0	0
		(B) Capital Outlay Costs	0	0	0
Total Allocation Available	106500	(C) Allowable Direct Costs	106500	0	0
SY 2012-2013	106,500	(D) Indirect Cost Rate %			
SY 2013-2014	0	(E) Maximum Indirect Cost	0	0	0
SY 2014-2015	0	(F) Total Activities Above by Year	106,500	81,000	60,000
Allocation Remaining	0	(G) Budgeted Indirect Cost			
		(H) Total Budget (F+G)			
		Allocation Remaining (A-H)			

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)

We advertised for a K-12 principal with knowledge and experience in literacy, project based learning, math, parent involvement and communication and data analysis. A committee was formed with K-12 teachers and staff to select and screen candidates as well as serve as the interview committee with the superintendent. The interview questions consisted of 50 questions that addressed communication, collaboration, data analysis and instructional strategies. A separate question was created and given to each candidate to analyze the schools data and prepare real solutions to the schools weaknesses and strengths.

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

([count] of 2000 maximum characters used)

The school has adopted the same new evaluation system that the district adopted- McREL Evaluation System and Academic Walk Through. Two days of leadership and administrative training in the McREL Evaluation System was provided, all staff were provided a 1 day training in the MCREL Evaluation System as well as two formative and 1 summative evaluation were conducted with staff to develop new growth targets aligned to the needs of the school and individual.

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

([count] of 2000 maximum characters used)

A committee was formed of certified staff, administration and counselor to review different evaluation models and took suggestions from all staff. The input from the individual schools within the district was used to select the McREL evaluation system.

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)

The McREL Evaluation System address 5 standards aligned to student achievement. The data that the district evaluation community decided will be used are: MAP, PAWS, District Wide Common Assessments, and Classroom assessments will be used as artifacts.

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

(379 of 2000 maximum characters used)

The school system will recruit, place and retain staff through advertising on the Wyoming School Boards Association, TeacherTeacher.com, district websites as well as a list serve. Crook County School District #1 will use Title II money for signing bonuses for hard to fill openings. The school administration and a team of leaders also will recruit by going to local job fairs.

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

(1794 of 2000 maximum characters used)

The staff administers DIBELS, MAP, PAWS, District-wide Assessments and Total Reader to determine an at-risk roster that can change based upon student proficiency. For diagnostic purposes the Decoding Survey, MAP's DesCartes, PAWS and ERDA are used to identify areas of weakness. Using the data to guide instruction the staff works collaboratively to meet the needs of each student. Analyzing student screening (DIBELS) and assessment (DIBELS, MAP, PAWS, District-wide Assessments) results, data meetings are regularly held that bring all students into the intervention conversation. One goal is to provide prescriptive assessment and immediate explicit instruction to students who demonstrate areas of difficulty in reading or math. We document student responses to intervention and adjust instruction accordingly. Another goal is for all students to show significant gains whether they are 'at-risk' or have an above-benchmark performance. An hour and a half of the school day is dedicated to an uninterrupted language arts block time at every elementary (K-5) grade level. This block of time is the 'first' dip of reading for our students. The interventions put in place for our at-risk population are scheduled as a 'second' dip and do not occur during core instruction. For upper level students (6th-8th grades) who indicate reading difficulties, we have designed strategic reading groups during DEAR time, Monday through Thursday, addressing targeted reading strategies. A reading specialist is scheduled for reading support, a strategic reading group and/or one-on-one instruction for any 6th-8th students who need specific reading instruction. We have para-educator support in math areas and have provided prescriptive, explicit math assistance in the junior high grades.

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:

(114 of 2000 maximum characters used)

Through the McREL Evaluation System growth target plans are developed through formative and summative evaluations.

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

(184 of 2000 maximum characters used)

The Hulett School will ensure the use of data to inform and differentiate instruction through the use of bi monthly data meetings, parent/community involvement and student data sheets.

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

(1470 of 2000 maximum characters used)

The Hulett School has created a master schedule that promotes common planning times for teachers, enrichment and remediation time allotted in the schedules to address the individual needs of all students. Hulett School has built in 40 minute to 60 minute block of time to the master schedule to address remediation and enrichment needs for students in 3-12th grades. The Hulett reading specialist will provide in class and out of class support for students needing remediation in the reading areas. As a result of our secondary data meetings, it was decided that students will receive specific differentiated instruction outside of core classes. Based upon student data, the high-achieving students will move beyond curriculum limitations. Starting in the fall of 2012, junior high and high school students will have 40 minutes built into their schedule four times a week to work directly on enrichment activities and engage in project-based learning. Hulett School has created and designed a leadership team that includes all entities of the school system. Parents, community members, teachers and support staff along with the counselor and the administration are on the team. The team is designated into areas of need throughout the system and members from the leadership team are leaders of those individual teams and communicate monthly as a large group. The divided teams consist of:Data analysisCommunicationProfessional DevelopmentSchool Improvement

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

(414 of 2000 maximum characters used)

The Hulett School will create a calendar with scheduled monthly parent meetings, parent teacher conferences scheduled on the master calendar three times a year, Title I family nights a minimum of two times a year, parent and community members assigned to school improvement goal committees and parent trainers brought in to present to parents about the importance of being involved in the education of the student.

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

(99 of 2000 maximum characters used)

The Hulett School receives money based on the school improvement plan addressing the schools goals.

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

(251 of 2000 maximum characters used)

The Hulett School has hired instructional facilitators that provide on going technical assistance to the school. A technical support person is hired by the district who attends Hulett School weekly for one day to further provide technical assistance.

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

(153 of 2000 maximum characters used)

The new school leader has flexibility in the hiring process, budgeting process and professional development plan set up for the schools improvement plan.

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

(99 of 2000 maximum characters used)

Consultation with stakeholders will take place during monthly meeting that will begin in July 2012.

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?

(99 of 2000 maximum characters used)

After the funding has ended the school will have lead teachers that will be trained in the process.

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

(129 of 2000 maximum characters used)

We have hired a new principal and hired 8 new staff members to replace teachers removed, retired or relocated to other districts.

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

(2 of 2000 maximum characters used)

Na

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 2011-2012 school year in preparation for full implementation in the 2012-2013 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.

Please describe activities. (2,500 Character Maximum)

Hulett School hired a new principal and 8 new teachers to replace teachers who retired, relocated or were replaced.

☑ **Instructional Programs:**Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 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)

Hulett School allotted time in the master schedule to address enrichment and remediation for all students grades 3-12. Students have been identified through data collected from MAP and PAWS for placement of students in either category. Bi-monthly meetings will be conducted to analyze data for student movement or implementation of new strategies to increase learning.

☑ **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)

Professional development and support have been built into the In-service Calendar as well as extra days allotted for the improvement of Hulett School via more Wayne Dennis and Debbie Head trainings for new teachers.

☐ **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)

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to $45,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
138-Pre-Implt-Instructional Programs	4000	1000	0	0	0	$5,000	€
139-Pre-Implt-Professional Development and Support	0	0	40000	0	0	$40,000	€
	0	0	0	0	0	$0	€
Sub Total	$4,000	$1,000	$40,000	$0	$0	$45,000	

Create Additional Entries

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to $45,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
138-Pre-Implt-Instructional Programs	0	0	0	3000	0	$3,000	€
139-Pre-Implt-Professional Development and Support	6000	2000	32000	2000	0	$42,000	€
	0	0	0	0	0	$0	€
Sub Total	$6,000	$2,000	$32,000	$5,000	$0	$45,000	

Create Additional Entries

Time and Support:
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 Title_I_SI-1003g Funds	Delete Row
135-Pre-Implt-Family and Community Engagement	0	0	0	2000	0	$2,000	€
138-Pre-Implt-Instructional Programs	7000	2000	0	3000	0	$12,000	€
	0	0	0	0	0	$0	€
Sub Total	$7,000	$2,000	$0	$5,000	$0	$14,000	

Create Additional Entries

Governance:
Based upon activities specified for this school, budget details for this section should sum to $2,500

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
36-Instruction (Public)	0	0	0	2500	0	$2,500	€
	0	0	0	0	0	$0	€
	0	0	0	0	0	$0	€
Sub Total	$0	$0	$0	$2,500	$0	$2,500	

Create Additional Entries

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

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g 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

Pre-Implementation Activities - This section should only be reported for the first year:
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 Title_I_SI-1003g Funds	Delete Row
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
Sub Total	$0	$0	$0	$0	$0	$0	

Create Additional Entries

****************** TOTALS ******************	$17,000	$5,000	$72,000	$12,500	$0	$106,500

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$106,500		(F) Total budgeted above	$106,500
(B) Capital Outlay Costs	$0		(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	$106,500		(H) Total Budget (F+G)	$106,500
(D) Indirect Cost Rate %	0.0000			
(E) Maximum Indirect Cost (C*(D/1+D))	$0			

Calculate Totals

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to $38,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
96-Staff Development	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

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to $33,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
36-Instruction (Public)	0	0	0	0	0	$0	€
96-Staff Development	0	0	0	0	0	$0	€
	0	0	0	0	0	$0	€
Sub Total	$0	$0	$0	$0	$0	$0	

Create Additional Entries

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to $10,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
36-Instruction (Public)	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

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 Title_I_SI-1003g 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 $0

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g 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

Pre-Implementation Activities - This section should only be reported for the first year: 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 Title_I_SI-1003g Funds	Delete Row
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
Sub Total	$0	$0	$0	$0	$0	$0	

Create Additional Entries

******************* TOTALS *******************	$0	$0	$0	$0	$0	$0

Determining Maximum Indirect Cost allowed

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

Calculate Totals

Teachers and Leaders:
Based upon activities specified for this school, budget details for this section should sum to $25,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
Sub Total	$0	$0	$0	$0	$0	$0	

Create Additional Entries

Instructional and Support Strategies:
Based upon activities specified for this school, budget details for this section should sum to $25,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
Sub Total	$0	$0	$0	$0	$0	$0	

Create Additional Entries

Time and Support:
Based upon activities specified for this school, budget details for this section should sum to $10,000

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
Sub Total	$0	$0	$0	$0	$0	$0	

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 Title_I_SI-1003g Funds	Delete Row
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
6	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 $0

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€
6	0	0	0	0	0	$0	€

| | Sub Total | $0 | $0 | $0 | $0 | $0 | $0 | |

Pre-Implementation Activities - This section should only be reported for the first year:
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 Title_I_SI-1003g 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	

******************** TOTALS ********************	$0	$0	$0	$0	$0	$0

Determining Maximum Indirect Cost allowed

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

Calculate Totals

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
20	Coordination of Services						
36	Instruction (Public)				2,500		2,500 2.35 %
49	Parent / Family Involvement						
60	Public School Choice						
81	Summer School Activities						
90	ELL Activities						
91	Extended Day Activities						
94	School and Community Support						
82	Support Services						
96	Staff Development						
135	Pre-Implt-Family and Community Engagement				2,000		2,000 1.88 %
136	Pre-Implt-Rigorous Review of External Providers						
137	Pre-Implt-Staffing						
138	Pre-Implt-Instructional Programs	11,000	3,000		6,000		20,000 18.78 %
139	Pre-Implt-Professional Development and Support	6,000	2,000	72,000	2,000		82,000 77.00 %
140	Pre-Implt-Preparation for Accountability Measures						
Total Direct Costs		17,000 15.96 %	5,000 4.69 %	72,000 67.61 %	12,500 11.74 %		106,500 100.00 %
Approved Indirect Cost X 0%							
Total Budget							106,500

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.

Ranking of School Methodology

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

1. Statewide Percent Proficient by Grade: The statewide percentage of students testing proficient in each grade. All students tested in Wyoming public schools are included.

2. Weighted Average Statewide Percent Proficient: As testing for each grade level is independent of testing at other grade levels, the enrollment-by-grade makeup of each school must be taken into account to create a performance measure that will be valid for performance comparison of all Wyoming schools. To accomplish this need, the Statewide Percent Proficient by Grade values for each grade served by a school are averaged, weighted by the percentage of students enrolled in each grade served.

   a. Examples

      i. Suppose that Statewide Percent Proficient by Grade is 50% for fourth grade and 60% for fifth grade.

      ii. Example 1: A school serves on the fourth and fifth grades with enrollment of 50 fourth grade students and 50 fifth grade students.

         1. Half (50%) the students are enrolled in fourth grade, and half are enrolled in fifth grade.

         2. With equal enrollment weighting (half the 100 total students are in each grade), the weighted average target likewise becomes the halfway point between the fourth grade and fifth grade Statewide Percent Proficient by Grade values (50% and 60% respectively). This halfway point, the Weighted Average Statewide Percent Proficient is then 55%.

            a. Mathematically, this 55% weighted average is calculated as [(50 fourth grade students * 50% Statewide Percent Proficient by Grade for fourth grade) + (50 fifth grade student * 60% Statewide Percent Proficient by Grade for fifth grade)] divided by 100 students total enrolled in the school.

      iii. Example 2: A school serves only the fourth grade, with a total enrollment of 100 fourth grade students.

         1. With all 100 students enrolled in fourth grade, the Statewide Percent Proficient by Grade for fourth grade of 50% becomes the Weighted Average Statewide Percent Proficient for the school.

3. Relative Proficiency Performance: The comparative final metric, this is the difference between the percent of students proficient in a school and the Weighted Average Statewide Percent Proficient applicable to the school's particular enrollment-by-grade makeup.

   a. Relative Proficiency Performance values are calculated as positive or negative percentages. The higher a positive percentage, the better a school's performance on current year testing. The lower a negative percentage, the more a school is in need of improvement.

   b. Relative Proficiency Performance values are then ranked. The higher the percentage, the lower the ranking, and the better the performance. The lower the percentage, the higher the ranking, and the more improvement is needed.

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

1. As described within Wyoming's Academic Achievement metric overview, the Relative Proficiency Performance values are calculated by subject and school year for each Wyoming school.

2. Performance Trend Value: A three year performance trend value (linear regression slope) is then calculated for each school.

   a. A positve Performance Trend Value indicates that a school has a positive three year performance trend (performance is increasing). Likewise, a negative value indicates a decreasing performance trend. The higher the Performance Trend Value, the larger the relative three year performance gain trend, and vice-versa.

   b. Performance Trend Value figures are then ranked. The higher the figure the lower the ranking, and the better the performance. The lower the figure, the higher the ranking, and the more improvement is needed.

Overall ranking of schools then takes place as follows:

1. School Academic Achievement and Progress Ranking: The average of the four calculated Academic Achievement and Progress rankings:

   a. Math Academic Achievement Ranking

   b. Reading Academic Achievement Ranking

   c. Math Progess Ranking

   d. Reading Progress Ranking

2. Methodology remains the same across the four component rankings and the final School Academic Achievement and Progress Ranking in that the higher the ranking, the lower the performance and the greater the need for improvement.

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		

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	

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

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

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;

    (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.

    (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.

<u>Increased learning time</u>means using a longer school day, week, or year schedule to significantly increase the total number of school hours to includeadditional 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

<u>Persistently lowest-achieving schools</u>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.

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

4. Evidence of strongest commitment.

    (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to --

        (i) Analyze the needs of its schools and select an intervention for each school;

        (ii) Design and implement interventions consistent with these requirements;

        (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

        (iv) Align other resources with the interventions

        (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, and

        (vi) Sustain the reforms after the funding period ends.

    (b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to 'start over' in the school improvement timeline. Even though a school implementing a waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

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.

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.

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.

III.   Reporting and Evaluation:

    A.   Reporting metrics.

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

       1.   A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.

       2.   For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.

       3.   For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as 'SIG' (School Improvement Grant):

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

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

    B.   Evaluation.

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

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

The Turnaround Model

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

The Restart Model

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

The Transformation Model

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

School Closure Model

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

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: [5/30/2012]

The application has been approved.

Assurances have been agreed to on the consolidated application	6/16/2011
Consistency Check was run on:	7/13/2012
LEA Data Entry	
LEA Administrator submitted the application to WDE on:	7/13/2012
Grant Admin - Final Review completed on:	7/13/2012

Status Change	UserId	Action Date
Final Application Review	Beth VanDeWege	07-13-2012
Submitted to WDE	Lon Streib	07-13-2012

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Title I - School Improvement - 1003g

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Title I - School Improvement - 1003g

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

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