

eGrant Management System

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Applicant: 1101 Laramie #1

Application: 2011-2012 Title I - SI 1003g - A0 - Cole Elementary

Project Period: 7/1/2011 - 6/30/2012

Cycle: Amendment 1

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PURPOSE AND ELIGIBILITY

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

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

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

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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](#)

SCHOOL INTERVENTION MODELS

As stated in the purpose of this grant, Tier I and II schools must implement, fully and effectively, the required activities of one (1) of the following USED School Intervention Models:

Closure Model	Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.
Restart Model	Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
Transformation Model	Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.
Turnaround Model	Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
General	The definition and requirements are further defined in the attached final requirements (Appendix C) under section I, A, 2

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

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

Application 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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SELECTION AND PRIORITIZATION

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

PROJECT PERIOD AND AWARD OF GRANTS

The Title I School Improvement grants will be awarded for a period of 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.

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 assessment data are used based on an adequate sample of individuals and groups. (See Sampling Parameters for Acceptable values.)			
€	3 points - All of the samples sizes are acceptable.	€	2 points - All of the sample sizes are acceptable, except Parent Questionnaires which were replaced with Parent Focus Groups.
€		€	1 point - Some sample sizes are acceptable.
€		€	0 points - No sample size data were evident.
Rationale/Comments:			

3. Multiple data sources are present

* Cognitive Data (Student Performance): PAWS data (see embedded template for this data), MAP data, and data from another rigorous LEA-based assessment are included.

* Preferably, most current detailed data with examination of specific areas of weaknesses and a comparison to previous years' data (example 3 years).

* Cognitive data may also include:

* Classroom and Unit Assessment

* IEP Data Progress Reports

* Attitudinal Data: For an acceptable rating, questionnaires and faculty needs assessment, including summaries, must be presented.

* Behavioral Data:

* A classroom observations summary must be presented for this item to be acceptable.

* At least one of the following items should be included: summary of attendance, graduation, dropout and/or information on suspensions and expulsions.

* Archival Data: Report cards (Parent and Principal), accountability reports (detailed and Subgroup component).

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

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, possible contributing factors may be:

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

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

(c) Lack of effective instructional leadership.

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

(e) Failure to implement effective accommodations and modifications.

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

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

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

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

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

ACTION PLAN - MODIFYING POLICIES AND PRACTICES

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

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

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

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

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

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 assess the effectiveness and implementation of the activity must be presented.

* These evaluation procedures provide documentation of degree of implementation.

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

Example:

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

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

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

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

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

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

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

IMPLEMENTATION INDICATOR (GOALS)

1. Goals are directly linked to student learning.

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

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

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

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

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

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

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

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

DESIRED OUTCOMES (OBJECTIVES)

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

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

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

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

BUDGET

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

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

Funding or Impact Study

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

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

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

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

Acceptable		Not Acceptable	
Funding or Impact study can be implemented with available or obtainable fiscal and human resources.			
€	2 Points - Study can be implemented with available or obtainable resources.	€	0 Points - The Study can't be implemented with available or obtainable resources.
Rationale/Comments:			

A. LEA Information

LEA Name*: NCES ID Number*:

Name and Title of LEA Contact for Grant Application:

Last Name*: First Name*: Middle Initial:

Address1*: Telephone Number*:

Address2:

City*: Zip* +4:

Email Address*:

B. School Information

School Name*: NCES ID Number*:

School Principal - Last Name *: First Name*: Middle Initial:

Address1*: Telephone Number*:

Address2:

City*: Zip* +4:

Email Address*:

Grade Span*: Poverty Rate*: Current Graduation Rate*:

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

WAI VER REQUEST

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

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

Provide a brief description of your school, your attendance area, and your community: (1176 of 2000 maximum characters used)

Cole Elementary is located on the south side of Cheyenne. The school is 77 percent free and reduced and is comprised of 212 students. The vast majority of our students walk to school each day from the surrounding community. Cole has two sections of kindergarten, and three sections of first grade. From grades second through sixth there is one section for each grade level. Based upon our building wide Title 1 status students have the opportunity to receive additional interventions with the two and a half certified Title 1 teachers that supports all grade levels. Cole Elementary is host to the district TLC program where students from around the city with behavioral and emotional needs that cannot be met in their home school come to receive their education. Cole Elementary experiences a high mobility rate with approximately 40 percent of new students attending the school each year. This current school year fewer than 40 percent of the graduating sixth grade class will have attended school at Cole for the past seven years. Cole is located within the South Triad and routinely takes students from other schools when surrounding schools are at their capacity.

List your school and LEA mission statement how do they align? (722 of 2000 maximum characters used)

The mission of Laramie County School District #1 is: In cooperation with students, parents, staff and the community, is to guarantee a high quality education in a safe and orderly environment for all students, inspiring them to become lifelong learners and productive citizens. The mission of Cole is: All students will reach their maximum potential. These mission statements align in that for all students to reach their maximum potential the school must provide a safe and orderly environment, where the staff is dedicated to providing high quality instruction all times. Becoming a lifelong learner is the result of a dedicated staff warmly demanding and inspiring students to consistently reach their full potential.

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: (1037 of 2000 maximum characters used)

The comprehensive needs assessment was conducted by the schools leadership team which is made up of the building principal, several teachers, and a parent representative. Information and discussion was then held at the building level to gather input and discuss the needs assessment. Constraints of the grant deadline prevented wide spread involvement of our parent groups. At the annual Title 1 meeting to be held on May 31 the results from the needs assessment will be shared with parents. Cole Elementary has been involved in the school improvement process for several years; however, the interventions have not moved the school forward towards improving student achievement. Over the last two years the staff has undergone several curricular changes in reading, writing and math. The intensity of staff development has not been implemented with the intensity to ensure full implementation with quality, fidelity, intensity, and consistency. There is a need for intensive tier one staff development in the area of language arts.

Summarize (using data) the actual results of your needs assessment: (1198 of 2000 maximum characters used)

In the area of PAWS reading the third grade students scored the lowest in the building with only 30.43% percent of the students proficient or advanced. 60% of the sixth graders were proficient or advanced. Both groups were below the target score set by the WDE. In the area of writing the students scores reflect our most recent school improvement efforts. Third graded had 65 % reaching proficiency, 71 % in 4th, 88% in fifth grade followed by 67% in sixth grade. Mathematics demonstrate less variability with 70 percent being proficient in third grade, 75 percent in fourth, 68% in fifth and 63 percent scoring proficient or advanced in sixth grade. Our small school size limits score reporting by sub group, however, Cole did not demonstrate adequate yearly progress in the area of special education in the language arts category. In analyzing the MAP data from 2010-2011 32 percent of third graders made the spring to spring typical growth in the area of Reading. In Math 28 percent reached this mark and 27 percent made typical growth in Language Usage. In 6th grade 41 percent made typical growth (spring to spring) in Reading and 48 percent reached that benchmark in Language Usage.

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

Strengths: (400 of 2000 maximum characters used)

The staff at Cole Elementary is a caring and dedicated staff committed to their students and work to meet their needs at all times. Cole has a school wide Title approach which provides flexibility and support in the meeting of individual student needs. In the last three years we have aligned and added district curriculum, implemented reading interventions, and increased our extended day efforts.

Weaknesses: (885 of 2000 maximum characters used)

Cole Elementary has been involved in the school improvement process for several years, however, the interventions have not moved the school forward towards improving student achievement. Over the last two years the staff has undergone several curricular changes in reading, writing and math. The intensity of staff development has not been implemented with the intensity to ensure full implementation with quality, fidelity, intensity, and consistency. There is a need for intensive tier one staff development in the area of language arts. Along with this intensive coaching support it is also important to keep in mind the mobility rate of our student population and high summer learning loss percentages. By implementing the items listed in the grant the Leadership Team is confident that we can raise the achievement bar and close the academic gap that our students demonstrate.

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.) (1166 of 2000 maximum characters used)

The first priority is to provide job embedded staff development into each teacher's classroom. One of the primary focuses will be to coach staff to change current instructional strategies to meet the needs of every student. 2. The second priority will be to begin to work with students at a younger age. Eighty-six percent of all kindergarten students enter Cole with no previous school experience. Starting children one year sooner will allow for us to prepare them for the academic, social, and emotional demands of school. 3. The third goal will be to improve parent participation and teach parents how to be active participating members of our learning community. 4. The fourth goal will be to create a longer school year to help the student body not experience the summer learning loss that the majority of our students demonstrate. 5. The final goal will be to implement best practices for behavior management and allow students to fully utilize their academic day. Students below the 40th percentile will participate in an aerobic exercise program daily in alignment with current research on aerobic exercise and its positive impact on student achievement.

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): (21 of 2000 maximum characters used)

Transformation Model.

Please explain how the LEA has the capacity to use these School Improvement Funds to provide adequate resources and related support to the school in order to implement, fully and effectively, the required activities of the school intervention model it has selected: (495 of 2000 maximum characters used)

Laramie County School District #1 is committed to ensuring that all students receive a high quality education. The Senior Leadership Team will work with the staff at Cole to assist them in a variety of ways. A member of the SLT will meet with the principal on a regular basis and periodically meet with the school improvement team to determine their needs. The principal will have defined autonomy to make changes and implement the strategies needed for all students at Cole to be successful.

Explain how implementing this model will meet the needs of all the students in your school: (464 of 2000 maximum characters used)

The model selected will allow all certified teachers to focus on job embedded staff development through consistent and rigorous cognitive coaching cycles to reshape tier one instruction. In addition Cole School will actively reach out to parents through the creation of a daily academic preschool as well as a Parent Outreach Liaison who will conduct home visits and help parents develop their capacity to support their children through their public school career.

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): (558 of 2000 maximum characters used)

Based upon the limited time from the release of the grant and the end of the school year it was difficult to work with a large group of parents. The principal did work with all of the certified staff and a parent representative to develop the plan. Information regarding the plan will be shared and input gathered at the Spring Title 1 Meeting held after the submission of the grant. If approved the grant will be shared in the fall with parents through multiple venues; including back to school nights, student registration, and the Fall Title 1 Meeting.

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

2011 PAWS Data Upload

Files Uploaded: [Test Doc 1-20110831082253-1101000cenedeses.docx](#)

2011 Graduation Rate Data Upload

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

LEA CAPACITY

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

If an LEA has one or more	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 III Schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

Does your LEA have any Tier I Schools?

Yes No

ADDITIONAL RESOURCES

Program List/Funding: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Response to Intervention - IDEA and/or Title I Funds	€		€	€
Professional Learning Communities	b	4	€	€
Bridges Grant (either Extended Day or Year)	b	9	€	€
Pre-School Program(s)	b	4	€	€
Title I School Improvement Funds	€		€	€
Title I-D, Subpart A	€		€	€
Title II-A Teacher/Leader Quality Partnership	€		€	€
Title II-B - Math/Science Partnership	€		€	€
Title II-D Enhancing Education Through Technology Grant	€		€	€
Title III Services to English Language Learners	b	2	€	€
McKinney-Vento Homeless Grant	b	9	€	€
GEAR-UP	€		€	€
Other: <input type="text"/>	€		€	€
Other: <input type="text"/>	€		€	€
Other: <input type="text"/>	€		€	€
Other: <input type="text"/>	€		€	€

List Supplemental Educational Services provided for your students (Title I schools in SI 2 and above): (3 of 2000 maximum characters used)

List the Distance Learning (i.e., web-based, satellite) courses provided for your students: (48 of 2000 maximum characters used)

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

University	<input type="text"/>
Technical Institute	<input type="text"/>
Feeder School(s)	<input type="text"/>
Community	<input type="text"/>
Business/Industry	<input type="text"/>
Private Grants	<input type="text"/>
Other	<input type="text"/>

Please give a detailed explanation as to how the strategies selected will utilize the existing programs, funding sources, and partnerships listed above: (186 of 5000 maximum characters used)

Will these funding sources and partnerships be available when the funding for this grant has ended? (56 of 2000 maximum characters used)

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

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

Metric	Currently Collected	New Requirement
School Data		
LEA Name	X	
NCES ID #	X	
School Name	X	
NCES ID #	X	
*Please select Intervention Used: <input type="text" value="6"/>		X
Which AYP Targets Met and Missed	X	
School Improvement Status	X	
*Enter Number of Minutes within School Year: <input type="text"/>		X
Student Outcome/Academic Progress Data		
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	X	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	X	
*Upload average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the all students group, for each achievement quartile, and for each subgroup <input type="text"/> <input type="button" value="Browse..."/>		X
Files Uploaded: Upload directory does not exist. Cannot view uploaded files.		
Percentage of limited English proficient students who attain English language proficiency	X	
Graduation rate	X	
Dropout rate	X	
Student attendance rate	X	
*Enter number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes: (500 Character Maximum) <input type="text"/>		X (HS Only)
*Enter college enrollment rates: <input type="text"/>		X (HS Only)
Student Connection and School Climate		
Discipline incidents	X	
Truants	X	
Talent		
*Upload distribution of teachers by performance level on LEA's teacher evaluation system <input type="text"/> <input type="button" value="Browse..."/>		X
Files Uploaded: Upload directory does not exist. Cannot view uploaded files.		
*Enter teacher attendance rate: <input type="text"/>		X

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

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

Please check here that you are uploading the requested information.

Files Upload:

Upload directory does not exist. Cannot view uploaded files.

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

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.

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)

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.

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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)

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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		
				Total Cost By Year		
					0	0
				Total Cost By Year Capital		
					0	0

Define Allocation by Year		SY 2012-2013	SY 2013-2014	SY 2014-2015
Total Allocation Available	318919			
SY 2012-2013				
SY 2013-2014				
SY 2014-2015				
Allocation Remaining	318919			
(A) Total Allocation by Year		0	0	0
(B) Capital Outlay Costs				
(C) Allowable Direct Costs		0	0	0
(D) Indirect Cost Rate %		4.0000	4.0000	4.0000
(E) Maximum Indirect Cost				
(F) Total Activities Above by Year				
(G) Budgeted Indirect Cost				
(H) Total Budget (F+G)				
Allocation Remaining (A-H)				

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- 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.
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- 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):

(147 of 2000 maximum characters used)

All students and sub groups will meet Safe Harbor on the Proficiency Assessment for Wyoming Students as set by the Wyoming Department of Education.

Desired Outcomes (Objectives):

(383 of 2000 maximum characters used)

The total school population and all sub groups will make safe harbor on the PAWS assessment on the Reading and Math portion of the assessment. Seventy percent of all students in grades first through sixth will meet the typical growth targets on the spring to Spring MAP assessments. Seventy percent of all kindergarten students will meet their fall to spring typical growth targets.

Procedures for Evaluating Implementation Indicators:

(305 of 2000 maximum characters used)

Data from the PAWS assessment will be used to determine the overall progress on all indicators. This will include the total group as well as defined disaggregated sub groups. Measures of Academic Progress will be administered three times each year to monitor progress on growth targets for each student.

INTERVENTIONS: SCHOOL TRANSFORMATION MODEL - Activities/Action Plan

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 (249 of 1000 maximum characters used)

The school will purchase classroom literature and staff development for teacher recognition and school wide efforts. Teachers will also have the opportunity to work extended hours to develop units of studies to insure differentiation of instruction.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Matt Schlagel	01/01/2013	The closing of the Fall and Spring Winter Map session.	06/01/2015	50,000	50,000	50,000
				Estimated Cost for Capital		

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		

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		
				50,000	50,000	50,000
				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 (676 of 1000 maximum characters used)

Cole currently splits an instructional coach between Arp and Cole. In order to increase our effectiveness and efficiency in tier 1 literacy instruction our team would like to hire a full time coach to provide assistance to teachers and conduct at least one cognitive coaching cycle per staff member every two weeks. The school support data team model clearly shows that the students in our bottom quintiles demonstrate more growth than student in quintiles 3-5. The coach would also work closely with our current coach and principal to help each certified staff member analyze and utilize progress monitoring data and how to implement this data into our tier 1 instruction.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Matt Schlagel	07/01/2012	Job posting upon grant approval.	08/30/2012	100,000	100,000	100,000
				Estimated Cost for Capital		

Enter Activity Description (836 of 1000 maximum characters used)

Full time Pre- K teacher for the students living within the Cole school boundary. Cole currently has 14 students that reside within the school's boundary area participating in the Pre-K district program that is housed at our school. Eighty-six percent of all students participating in the district pre-k have had no access to concepts of print prior to enrolling in Pre-K. The research that our primary grade team has conducted, along with our own observations of kindergarten readiness skills, supports the notion that early intervention has an extremely positive impact on student achievement through third grade. Our vision is to have pre-k students attend school Monday through Friday from 8:30-1:30. From 1:30-3:30 the Pre-K teacher will be able to conduct home visits and possibly provide tier 2 and tier 3 interventions.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Matt Schlagel	09/01/2012	Job posting upon grant approval. Selection of students August 2012. Pre and Post testing fall and spring.	06/01/2015	87,500	87,500	87,500
				Estimated Cost for Capital		

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	187,500	187,500
				Total Cost By Year Capital	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 (582 of 1000 maximum characters used)

Parent Outreach Liaison: (10 hours per week and a parent in the school). The leadership team has spent a substantial amount of time researching and discussing how to get parents meaningfully involved in their child's education. We have set a goal of completing 100 home visits during the 2012-2013 school year. The Parent Outreach Liaison would conduct home visits and work with parents in our school's Parent Resource Center. This position would help in educating parents on how to help support their children with homework, help understanding current school initiatives etc.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Matt Schlagel	08/01/2012	Hiring a parent upon approval of grant.	06/01/2015	10,000	10,000	10,000
				Estimated Cost for Capital		

Enter Activity Description (893 of 1000 maximum characters used)

In conducting research on summer learning loss it is clear that at least forty percent of our returning students demonstrate substantial learning loss. Our intermediate students have a slightly higher loss, however, on the average students lose close to eight RIT points during the summer months. In an effort to address this issue we would like to write into the grant, the funding of three weeks of summer school for students attending Cole Elementary. We would like to host this learning opportunity in the month of August, where research indicates it has the greatest impact on student achievement. The intent of these two weeks will be to review material, strengthen skills, and teach new ones. This will be very hands on manipulative based academic time where students will have additional time to develop a strong understanding of core academic content in a fun interactive manner.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Matt Schlagel	06/01/2012	Upon approval of grant. Summer learning loss will be monitored through fall and spring MAP Assessments. Summer School will be held two weeks before school starts.	08/01/2015	44,100	44,100	44,100
				Estimated Cost for Capital		

Enter Activity Description (964 of 1000 maximum characters used)

Cole Elementary would like to add a zero hour of physical education for students that are struggling with behavior and academics. All students will have an opportunity to participate in this research based intervention the fitness club will not be punitive. From 7:50-8:35 each morning students would participate in aerobic exercise where students would exercise at their target heart rate for set number of minutes. By adding the before school fitness club we would ensure that identified students receive at least 35 minutes of targeted aerobics each day, without impacting instructional time. Each student's heart rate, along with academic and behavior data will be collected to determine the impact of this intervention. As a group, our special education and specialist staff participated in a book study with the book Spark. We are steeped in research and believe that this intervention would help both academic and behavioral achievement of students.

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2012-2013	SY 2013-2014	SY 2014-2015
				Estimated Cost for Non-Capital		
Matt Schlagel	08/01/2012	Monthly monitoring of academic performance and behavior referrals.	06/01/2015	16,000	16,000	16,000
				Estimated Cost for Capital		
				Total Cost By Year	70,100	70,100
				Total Cost By Year Capital	0	0

Governance

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

Enter Activity Description (3 of 1000 maximum characters used)

N/A

Person Responsible	Start Date	Key Milestones and Dates	Completion Date	SY 2011-2012	SY 2012-2013	SY 2013-2014
	08/01/2012	N/A	06/30/2013	0	0	0
				Estimated Cost for Non-Capital		
				Estimated Cost for Capital		
Total Cost By Year				0	0	0
Total Cost By Year Capital				0	0	0

LEA-Level Activities

Please list all LEA-Level activities/costs.

Enter Activity Description (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		
				Estimated Cost for Capital		

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

	SY 2012-2013	SY 2013-2014	SY 2014-2015
(A) Total Allocation by Year	318919	0	0
(B) Capital Outlay Costs	0	0	0
(C) Allowable Direct Costs	318919	0	0
(D) Indirect Cost Rate %	4.0000	4.0000	4.0000
(E) Maximum Indirect Cost	12,266	0	0
(F) Total Activities Above by Year	307,600	307,600	307,600
(G) Budgeted Indirect Cost	11,319	0	0
(H) Total Budget (F+G)			
Allocation Remaining (A-H)			

Define Allocation by Year

Total Allocation Available	318919
SY 2012-2013	318,919
SY 2013-2014	0
SY 2014-2015	0
Allocation Remaining	0

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)

During the 2009- 2010 school year the principal ship at Cole Elementary was posted. The district conducted a search for a principal who would serve as the instructional leader and change agent. Matt Schlagel was selected for that position and has been there for three years.

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

([count] of 2000 maximum characters used)

The evaluation system for teachers will be based upon the Framework for teaching. In addition, during the coming year tracking of student data will be an ever increasing part of the teacher evaluation system. The principal also conducts walk through to use for coaching the staff on the implementation of research based instructional strategies.

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

([count] of 2000 maximum characters used)

The building leadership team has met several times to develop the plan; it was then taken to the entire staff for additional input. Staff will have continuing involvement opportunities in building leadership meetings, staff meetings, on line survey instruments, and professional learning collaboration meetings.

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)

Growth goals for all students will be part of the district evaluation system. Spring to spring MAP growth targets as well as student data from the PAWS assessment will be a part of the evaluation system.

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

(394 of 2000 maximum characters used)

Laramie County School District has one of the most competitive salary packages in the western United States. During the 2011-2012 school year they have been well over 100 candidates for each elementary position posted at Cole. The mission, vision, core values, and dedication to student learning that permeates the district attract and retain professional educators with similar philosophies.

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

(480 of 2000 maximum characters used)

Cole Elementary will use the instructional models that have been adopted by the district in reading, writing and math. The balanced literacy framework, along with the implementation of the thinking strategies implemented across the content will be the main the implementation tools. Teachers will also have additional time built into the daily schedule to remediate and accelerate student learning based upon formative assessments deployed daily and weekly at each grade level.

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:

(416 of 2000 maximum characters used)

Student achievement will be used to determine the effectiveness of the staff development. After staff development is provided the instructional coach and principal will work directly with each staff member to conduct one cognitive coaching cycle with each certified teacher every other week. This cycle will direct full implementation of instructional strategies with quality, fidelity, intensity, and consistency.

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

(433 of 2000 maximum characters used)

Teachers and coaches will review both MAP scores and yearly PAWS scores to identify strengths and weaknesses of each student. Teachers will develop skill based intervention times where students will receive at least 30 minutes of differentiated instruction each day based upon the appropriate DesCartes, as well as information obtained from progress monitoring data and classroom common formative assessments that are giving weekly.

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

(543 of 2000 maximum characters used)

Three weeks will be added to the school calendar during the month of August from 8:00-12:00 Monday through Friday. This Jumpstart program will allow teacher to avoid re-teaching four weeks' worth of material as a result of summer learning loss. Teachers will have the opportunity to increase their learning through work with the instructional coaches and principal during cognitive coaching cycles, staff meetings, and professional learning collaboration meetings. Substitutes will be brought in as needed to increase teacher learning time.

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

(396 of 2000 maximum characters used)

One of the goals of the grant is to increase parent engagement and build our parents capacity to help their child in public school. Through the creation of a Parent Outreach Liaison, we will conduct home visits, train parents at school, teach parents how to access the resources provided in the Title 1 Parent Resource Center as well as offer parenting classes based on the Love and Logic Model.

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

(273 of 2000 maximum characters used)

One of the senior leadership team members will be assigned to Cole to ensure frequent monitoring of student data with regard to the implementation of the plan. Based upon these monitoring visits changes and adjustment will be made to better meet the needs of the students.

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

(320 of 2000 maximum characters used)

Technical assistance will be provided through the assigned senior leadership team member. The contact will meet with the school principal at least every month to monitor the impact that each intervention has on achievement. The SLT members will have the opportunity to meet with the building leadership team quarterly.

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

(93 of 2000 maximum characters used)

Flexibility will be provided to the school principal through the concept of defined autonomy.

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

(300 of 2000 maximum characters used)

Parents will have an opportunity to provide input each month at the school monthly Partners in Learning event that is held on the third Thursday of each month. They will also be able to provide input at the two parent teacher conferences, and multiple other parent trainings that are held each year.

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?

(500 of 2000 maximum characters used)

The SLT and school based leadership team has been very careful to create an action plan that can continue once the grant expires. The only item that will not be sustainable through the reallocation of Title 1 funds will be the full time job coach. It is our intent that the implementation of the coach will be to improve our overall

effectiveness of tier 1 instruction. Once the effectiveness of the instruction becomes part of the school culture the coaching position will no longer be necessary.

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

(3 of 2000 maximum characters used)

N/A

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

(3 of 2000 maximum characters used)

N/A

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)

Teachers and Leaders:

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

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total Title_I_SI-1003g Funds	Delete Row
36-Instruction (Public) <input type="checkbox"/>	0	0	13700	30000	0	\$43,700	<input type="checkbox"/>
96-Staff Development <input type="checkbox"/>	5250	1050	0	0	0	\$6,300	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$5,250	\$1,050	\$13,700	\$30,000	\$0	\$50,000	

[Create Additional Entries](#)

Instructional and Support Strategies:

Based upon activities specified for this school, budget details for this section should sum to \$187,500

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) <input type="checkbox"/>	147500	34000	3000	3000	0	\$187,500	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$147,500	\$34,000	\$3,000	\$3,000	\$0	\$187,500	

[Create Additional Entries](#)

Time and Support:

Based upon activities specified for this school, budget details for this section should sum to \$70,100

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) <input type="checkbox"/>	55600	11500	0	3000	0	\$70,100	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$55,600	\$11,500	\$0	\$3,000	\$0	\$70,100	

[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
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

[Create Additional Entries](#)

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
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
<input type="checkbox"/>	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

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
	0	0	0	0	0	\$0	e
	0	0	0	0	0	\$0	e
	0	0	0	0	0	\$0	e
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

Create Additional Entries

***** TOTALS *****	\$208,350	\$46,550	\$16,700	\$36,000	\$0	\$307,600
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$318,919	(F) Total budgeted above	\$307,600
(B) Capital Outlay Costs	\$0	(G) Budgeted Indirect Cost	11319
(C) Allowable Direct Costs (A-B)	\$318,919	(H) Total Budget (F+G)	\$318,919
(D) Indirect Cost Rate %	3.7100		
(E) Maximum Indirect Cost (C*(D/1+D))	\$11,408		

Calculate Totals

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
	0	0	0	0	0	\$0	e
	0	0	0	0	0	\$0	e
	0	0	0	0	0	\$0	e
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

Create Additional Entries

***** TOTALS *****	\$0	\$0	\$0	\$0	\$0	\$0	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$0
(B) Capital Outlay Costs	\$0
(C) Allowable Direct Costs (A-B)	\$0
(D) Indirect Cost Rate %	3.7100
(E) Maximum Indirect Cost (C*(D/1+D))	\$0

(F) Total budgeted above	\$0
(G) Budgeted Indirect Cost	0
(H) Total Budget (F+G)	\$0

Calculate Totals

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
	0	0	0	0	0	\$0	e
	0	0	0	0	0	\$0	e
	0	0	0	0	0	\$0	e
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	

Create Additional Entries

***** TOTALS *****	\$0	\$0	\$0	\$0	\$0	\$0	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$0
(B) Capital Outlay Costs	\$0
(C) Allowable Direct Costs (A-B)	\$0
(D) Indirect Cost Rate %	3.7100
(E) Maximum Indirect Cost (C*(D/1+D))	\$0

(F) Total budgeted above	\$0
(G) Budgeted Indirect Cost	0
(H) Total Budget (F+G)	\$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)	203,100	45,500	16,700	36,000		301,300 94.48 %
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	5,250	1,050				6,300 1.98 %
135	Pre-Implt-Family and Community Engagement						
136	Pre-Implt-Rigorous Review of External Providers						
137	Pre-Implt-Staffing						
138	Pre-Implt-Instructional Programs						
139	Pre-Implt-Professional Development and Support						
140	Pre-Implt-Preparation for Accountability Measures						
Total Direct Costs		208,350 65.33 %	46,550 14.60 %	16,700 5.24 %	36,000 11.29 %		307,600 96.45 %
Approved Indirect Cost X 3.7100%							11,319 3.6798 %
Total Budget							318,919

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 positive Performance Trend Value indicates that a school has a positive three year performance trend (performance is increasing). Likewise, a negative value indicates a decreasing performance trend. The higher the Performance Trend Value, the larger the relative three year performance gain trend, and vice-versa.
 - b. Performance Trend Value figures are then ranked. The higher the figure the lower the ranking, and the better the performance. The lower the figure, the higher the ranking, and the more improvement is needed.

Overall ranking of schools then takes place as follows:

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

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

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

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

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

- (4) Providing operational flexibility and sustained support.
 - (i) Required activities: The LEA must --
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
 - (ii) Permissible Activities: The LEA may also implement other strategies for providing operational flexibility and intensive support, such as --
 - (A) Allowing the school to be run under a new governance arrangement, such as turnaround division within the LEA or SEA; or
 - (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. 1

Persistently lowest-achieving schools means, as determined by the State --

- (a)
 - (1) Any Title I school in improvement, corrective action, or restructuring that --
 - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring 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.

http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296 Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (see Frazier, Julie A.; Morrison, Fredrick J. 'The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.' Child Development. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020). Extended learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. 'When Elementary Schools Stay Open Late: Results from the National Evaluation of the 21st Century Community Learning Centers Program.' Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296

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
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.
 - (iv) 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 LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
10. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

The Restart Model

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

The Transformation Model

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

School Closure Model

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

The application has been approved.

Assurances have been agreed to on the consolidated application	6/30/2011
Consistency Check was run on:	7/19/2012
LEA Data Entry	
LEA Administrator submitted the application to WDE on:	7/19/2012
Grant Admin - Final Review completed on:	7/19/2012

Status Change	UserId	Action Date
Final Application Review	Beth VanDeWege	07-19-2012
Submitted to WDE	Mark Stock	07-19-2012

 Expand All

Title I - SI 1003g

Page Status

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1. Is this an amendment to an original application?



Yes



No

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

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

Please describe what has changed. (306 of 2000 maximum characters used)

Cole Elementaries leadership team, parent and district leadership team will meet on a monthly basis to review and monitor the implementation and the effectiveness of the items provided within this grant. The leadership team and districts leadership team will be responsible for all aspects of this grant.

