

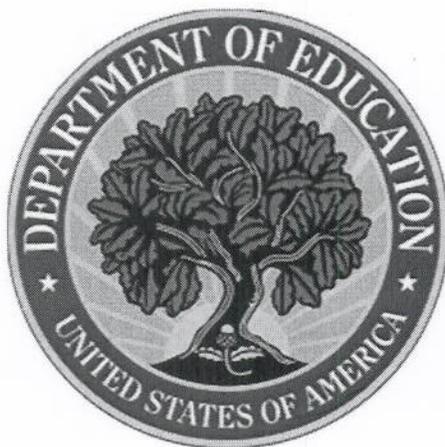
School Improvement Grants Application for FY 2012 New Awards Competition

Section 1003(g) of the
Elementary and Secondary Education Act

Fiscal Year 2012

CFDA Number: 84.377A

State Name: Wisconsin



U.S. Department of Education
Washington, D.C. 20202

OMB Number:
Expiration Date:

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Priority" or "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Priority or 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.

ESEA Flexibility

States that have received approval of their ESEA flexibility request will not be required to maintain a separate list of Tier I and Tier II schools. Under this flexibility, an LEA is eligible to apply for SIG funds to implement one of the four school intervention models defined in the SIG final requirements in a priority school even if that school is not in improvement and thus the LEA would not otherwise be eligible to receive SIG funds for the school. An SEA approved to implement this flexibility may award SIG funds above the amount needed for SIG continuation awards to an LEA with Priority schools according to the rules that apply to Tier I and Tier II schools under the SIG final requirements.

Availability of Funds

The Department of Education Appropriations Act, 2012, provided \$535 million for School Improvement Grants in fiscal year (FY) 2012.

FY 2012 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2014.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2012 school improvement funds in proportion to the funds received in FY 2012 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2012 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 and FY 2011 funds not already committed to grants made in earlier competitions. The U.S. Department of Education will not require those SEAs that will use FY 2012 funds solely for continuation awards to submit a SIG application. Rather, such an SEA is required to submit an assurance that it is not making new awards, as defined above, through the separate application titled, “Continuation Awards Only Application for FY 2012 SIG Program”.

An SEA that must submit a FY 2012 application will be required to update its timeline for making awards to LEAs, but may retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools and priority schools.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA’s FY 2012 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2012 application to the following address: OST.OESE@ED.GOV

In addition, the SEA must submit a paper copy of the cover page signed by the SEA’s authorized representative to the address listed below under “Paper Submission.”

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before January 18, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Wisconsin Department of Public Instruction</p>	<p>Applicant's Mailing Address: 125 S. Webster Street P.O. Box 7841 Madison, WI 53707-7841</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Jonas Zuckerman</p> <p>Position and Office: Assistant Director, Title I and School Support Team</p> <p>Contact's Mailing Address: 125 S. Webster Street P.O. Box 7841 Madison, WI 53707-7841</p> <p>Telephone: (608) 267-9136</p> <p>Fax: (608) 267-9142</p> <p>Email address: jonas.zuckerman@dpi.wi.gov</p>	
<p>Chief State School Officer (Printed Name): Tony Evers, PhD</p>	<p>Telephone: (800) 441-4563</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: April 23, 2013</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

FY 2012 NEW AWARDS APPLICATION CHECKLIST

Please use this checklist to indicate the changes the SEA elects to make to its FY 2012 application from its FY 2011 application. An SEA will be required to update Section D (Part 1): Timeline, but will have the option to retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> SEA elects to keep the same definition of “persistently lowest-achieving schools” (PLA schools) as FY 2011	<input type="checkbox"/> SEA elects to revise its definition of “persistently lowest-achieving schools” (PLA schools) for FY 2012
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input checked="" type="checkbox"/> SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists <input type="checkbox"/> SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section G of SEA application)
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2011 2010	<input type="checkbox"/> Revised for FY 2012
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2011 2010	<input type="checkbox"/> Revised for FY 2012
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2011 2010	<input type="checkbox"/> Revised for FY 2012
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Revised for FY 2012	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2011 2010	<input type="checkbox"/> Revised for FY 2012
SECTION E: SEA RESERVATION	<input checked="" type="checkbox"/> Same as FY 2011 2010	<input type="checkbox"/> Revised for FY 2012
SECTION F: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Consultation with stakeholders provided	
SECTION G: WAIVERS	<input checked="" type="checkbox"/> Same as FY 2011 2010	<input type="checkbox"/> Revised for FY 2012

PART I: SEA REQUIREMENTS

As part of its FY 2012 application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA will be required to update its timeline, but may retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

SECTION A: ELIGIBLE SCHOOLS	
<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2011	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2012 <input type="checkbox"/> SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section G of SEA application)
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <input checked="" type="checkbox"/> 1. The SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools. The SEA does not need to submit a new list for the FY 2012 application. Wisconsin is not replacing its PLA list. However, Wisconsin is adding its Priority Schools to the list of eligible schools. The Priority School list is included with this application. <input type="checkbox"/> 2. SEA elects to generate new lists. Lists submitted below.	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below. <input type="checkbox"/> 2. SEA has generated a PLA list in accordance with their ESEA Flexibility request. List submitted below.

Directions: An SEA that elects to generate new lists or must generate new lists of Priority or Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools” must attach a table to its SIG application that include its lists of all Priority or Tier I, Tier II, and Tier III schools that are eligible for new awards.¹ An SEA that will not generate new lists of Tier I, Tier II, and Tier III schools does not need to submit a new list for the FY 2012 application.

SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

¹ A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 or FY 2011 funds not already committed to grants made in earlier competitions.

SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ²

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 1	##	TAYLOR MS	##				X		X
LEA 2	##	WASHINGTON ES	##		X				
LEA 2	##	FILLMORE HS	##				X		
LEA 3	##	TYLER HS	##			X		X	
LEA 4	##	VAN BUREN MS	##		X				
LEA 4	##	POLK ES	##				X		

Directions: All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds (e.g., reallocate to other schools with SIG grants or retain for a future SIG competition).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
Milwaukee Public Schools	Northwest Secondary School	These funds will be available to schools with approved SIG grants to fund additional activities (pending an approved plan), with an emphasis on building sustainable practices. Any remaining money will be retained for a future SIG competition, pending approval of Wisconsin's request to extend the availability of the funds.	\$1,050,000

² "Newly Eligible" refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State's lowest quintile of performance based on proficiency rates on State's assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a "persistently lowest-achieving school" or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about "newly eligible schools," please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

Directions: In the boxes below, provide updates to any sections, if any, the SEA elects to revise. The only section the SEA will be required to update is *Section D (Part I): Timeline*. The SEA does not need to resubmit information for any section in which it elects to use the same criteria as its FY 2011 SIG application. See Appendix A for guidelines on the information required for revised sections.

SECTION B: EVALUATION CRITERIA

SEA is using the same information in this section as in its ~~FY 2011~~ 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

Wisconsin is using the same information as in its approved FY 2010 application, with the following minor revisions, noted in red:

Part I

The three actions listed in Part I are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Priority or Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.*

Prior to submitting its application, each local education agency (LEA) must conduct a thorough data analysis to identify specific areas in need of improvement. The LEA must use a variety of different data sources, and not rely on a single assessment, in order to develop a comprehensive plan for intervention. The LEA will be required to analyze both student achievement data and information on processes related to school improvement strategies, although ultimately improved student achievement is the goal of this grant. Each Priority School is required to contract with a Lead Turnaround Partner (LTP), who will conduct this needs assessment to inform the LEA application. LEA data analysis will continue throughout the term of the grant in order to evaluate and modify the implementation of interventions as needed.

The Wisconsin Department of Public Instruction (WDPI) will evaluate an LEA's analysis of the needs of each Priority or Tier I and Tier II school and the LEA's selected intervention for those schools on the following criteria:

- The LEA has analyzed academic data from a variety of state and local sources over several years to identify priority areas for improvement;
- The LEA has analyzed academic data from a variety of sources over several years (to identify sub-groups of students who have not made sufficient progress);
- The LEA has provided rationales for why each selected intervention will address academic gaps determined through data analysis;
 - These rationales must include the following: initiatives and actions schools have already begun to implement, research supporting school and district level school improvement actions, local capacity for implementing the required interventions at each Priority or Tier I and Tier II school; and
- The LEA has analyzed the impact of past interventions in each Priority or Tier I and Tier II school to determine what has been successful in each school, and has included this analysis in its application.

The following framework will be used by WDPI to evaluate the LEA application with respect to the needs assessment and analysis as well as the selection of an intervention model:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • Little to no relevant data has been provided and/or the analysis of needs is lacking or minimal. • The fit between the needs of the school and the model chosen is lacking or minimal. 	<ul style="list-style-type: none"> • A few relevant data sources have been used to provide some analysis of needs. • A general fit between the needs of the school and the model chosen has been demonstrated. 	<ul style="list-style-type: none"> • Multiple relevant data sources have been combined into a thoughtful analysis. • The fit between the needs of the school and the model chosen is specifically and conclusively demonstrated.

* Note that a Proficient rating is needed for approval.

(2) *The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.*

In order to be eligible for funding, an LEA must demonstrate that it has the capacity to implement fully and effectively the selected intervention in each Priority or Tier I and Tier II school that it will serve. In order to evaluate capacity, WDPI will consider past practice as well as the LEA's plans for implementation. Past practice will be taken into account because it is often a strong predictor of future results. If, for example, an LEA has struggled to meet the requirements of previous grants, such as Title I-A and 1003(a) and 1003(g), then the LEA may have difficulty meeting the more challenging requirements of this grant. However, WDPI does understand that past practice is not always an accurate predictor. Therefore, WDPI will also evaluate the implementation plan to see if the LEA has addressed the issues that prevented successful implementation in the past and has a strong plan for success with this grant.

WDPI will evaluate the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school on the following criteria:

- The LEA has demonstrated effective use of resources, support, and technical assistance for school improvement in recent years (i.e., through examples of plans, implementation, and student progress as a result of past 1003(a) or 1003(g) grant funds). In order to measure effective use, the SEA will review past Title I-A, 1003(a), and 1003(g) grants and monitoring reports for the LEA over the past two years to ensure the LEA is in compliance;
- The LEA has described the infrastructure for how the district will align the following resources (central office support, financial support, professional development) to ensure that the school has the capacity to successfully implement the selected intervention model during the entire implementation of the grant;
- The LEA has aligned and coordinated district plans (i.e., professional development, curriculum, assessment, technical support) to key strategies identified in the description of the specified intervention model to support individual schools; and
- The LEA has systems in place to monitor effective use of resources at the district and school level.

The following guideline will be used by WDPI to evaluate the LEA application with respect to demonstrating the capacity to fully and effectively implement the selected intervention model:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • A few or none of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed. 	<ul style="list-style-type: none"> • Most of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed. 	<ul style="list-style-type: none"> • All of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed.

* Note that a Proficient rating is needed for approval.

(3) *The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority or Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).*

The interventions described for Priority or Tier I and Tier II schools are intensive and will require significant funding for successful implementation. WDPI will evaluate budgets for each Priority or Tier I and Tier II school being served to ensure that the LEA will be able to enact all of the required strategies. Additionally, WDPI will evaluate the LEA's budget and plan for serving Tier III schools to ensure that funding is sufficient at the district and/or school level for all of the planned interventions. If WDPI determines that funding is not sufficient to implement the required interventions, then WDPI will work with the LEA to modify its budget prior to the LEA's application being approved. The budget will reflect a consensus from WDPI and the LEA as to what funding will be required to fully and effectively implement the interventions. Finally, WDPI will ensure that the LEA's yearly budget does not exceed \$2 million dollars multiplied by the number of Priority or Tier I, II, and III schools served. If the budget does exceed this amount, WDPI will not approve the grant until the budget has been modified.

WDPI will evaluate an LEA's budget based on the following criteria for Priority or Tier I and Tier II schools:

- The budget reflects a comprehensive approach to school improvement and appropriately addresses each required component of selected intervention model;
- The budget considers the following factors: school size, staff professional needs based on data, student needs based on data, enhancing capacity of school and (if applicable) district to implement reforms; and
- The budget is differentiated to reflect the implementation of the selected model throughout the life of the grant (year one through year three).

WDPI will evaluate an LEA's budget based on the following criteria for Tier III schools:

- The budget reflects strategic support based on analysis of individual school needs; and
- The budget reflects appropriate expenditures to support district-level support for Tier III schools.

The following guideline will be used by WDPI to evaluate the LEA application with respect to demonstrating sufficiency of funds:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • A few or none of the intervention components and other grant requirements have been sufficiently funded, considering the LEA's demonstrated needs and ability to align other resources. 	<ul style="list-style-type: none"> • Most of the intervention components and other grant requirements have been sufficiently funded, considering the LEA's demonstrated needs and ability to align other resources. 	<ul style="list-style-type: none"> • All of the intervention components and other grant requirements have been sufficiently funded, considering the LEA's demonstrated needs and ability to align other resources.

* Note that a Proficient rating is needed for approval.

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

(1) *Design and implement interventions consistent with the final requirements.*

In each Priority or Tier I and Tier II school that an LEA is planning to serve, the school intervention models require specific elements, including full implementation beginning at the start of the ~~2011-12~~ 2013-14 school year. In order to evaluate an LEA's commitment to adhere to these required elements, WDPI will review both past actions of the LEA and the current plan for implementation. WDPI will review past practice as it is often a strong predictor of future results. However, it is unlikely that past practice will be sufficient as this grant requires much more of LEAs than any previous state or federal grants. In order to assess the LEA's commitment, WDPI will also evaluate the application based on the plan for the future and look to ensure that the LEA does meet all of the required strategies.

In order to assess the LEA's commitment and ability to design and implement interventions consistent with the final requirements, WDPI will evaluate the LEA's proposal for each Priority or Tier I and Tier II school using the following criteria:

- The connection between the LEA's plan for specific interventions and current research;
- If the LEA's intervention plan includes all necessary components of the selected intervention model, beginning at the start of the ~~2011-12~~ 2013-14 school year;
- The LEA's rationale for why a specific intervention strategy was selected for each Priority or Tier I or Tier II school;
- Evidence of agreements with key stakeholders (if applicable);
- An LEA's past successful practice (including Title I-A, 1003(a), and 1003(g) grants) in evaluating, designing, and implementing plans consistent with requirements of those grants; and
- If applicable, the success of past interventions based on evidence such as improved student achievement or other indicators of improved student success.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to design and implement interventions consistent with the final requirements:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • Few or none of the factors have been adequately addressed. 	<ul style="list-style-type: none"> • Most of the factors have been adequately addressed. 	<ul style="list-style-type: none"> • All of the factors have been adequately addressed.

* Note that a Proficient rating is needed for approval.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

In order to implement the required interventions, it is expected that some LEAs will work with external providers. WDPI will evaluate the LEA's plan for working with external providers to ensure that those providers selected will be of the highest quality. WDPI will examine an LEA's history of working with external providers, as well as their processes and procedures for selecting external providers. Where possible, WDPI will also examine the history of the external providers, both to determine if they are capable of doing the planned work, and to ensure that it will be of the highest quality. In addition, the LEA should have some plan for monitoring the external provider over the course of the grant to ensure that it is providing promised results. Priority Schools are required to select a Lead Turnaround Partner from a state-approved list.

In order to assess the LEA's commitment and ability to recruit, screen, and select external providers, WDPI will evaluate the LEA's proposal using the following criteria:

- The LEA's official policies and procedures on external providers;
- The LEA's past practice of selecting external providers;
- The LEA's past practice (if applicable) in working with external providers;
- The LEA's evaluation of the history of achieving desired results from external providers;
- The LEA's plan to solicit highly qualified external providers that have expertise in the content area; and
- The LEA's plan to analyze results of external providers, and, if necessary, revise or terminate partnerships that are not advancing the goals of the grant and selected interventions.
- Priority Schools are required to select a Lead Turnaround Partner from a state-approved list.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to recruit, screen, and select external providers to ensure their quality, if applicable:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • The responsibilities of the external provider and the LEA are minimally or not defined and aligned. • Available providers have not been researched. • The track record of the provider identified has not been addressed, or it does not have a proven track record of success. • The LEA has not indicated that it will hold the external provider accountable to high performance standards. • The capacity of the external provider to serve the identified school has not been addressed, or has been minimally addressed. 	<ul style="list-style-type: none"> • Parents and community members will have some involvement in the selection process. • The responsibilities of the external provider and the LEA are broadly defined and aligned. • Available providers have been researched. • The provider identified generally has a proven track record of success. • The LEA has indicated that it will hold the external provider accountable to high performance standards. • The capacity of the external provider to serve the identified school has been explored. 	<ul style="list-style-type: none"> • Parents and community members will be meaningfully involved from the beginning of the selection process. • The responsibilities of the external provider and the LEA are clearly defined and aligned. • Available providers have been thoroughly researched. • The provider identified has a proven track record of success in working with similar schools and/or student populations. • The LEA has specifically planned how it will hold the external provider accountable to high performance standards. • The capacity of the external provider to serve the identified school has been clearly demonstrated.

* Note that a Proficient rating is needed for approval.

(3) Align other resources with the interventions.

The models specified in this application require an LEA to implement intensive intervention in the selected schools. It is expected that an LEA will also align these models with other resources available to the selected schools. Because every LEA has different resources, WDPI cannot always specify which resources will be aligned with the interventions. However, the list below reflects significant resources available to most LEAs, and may be adjusted for each specific circumstance.

In order to assess the LEA’s commitment and ability to align other resources with the interventions, WDPI will evaluate the relationship between the grant application and the following:

- State funding;
- Local funding; and
- Other federal funds.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to alignment of other resources with the interventions:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • Inappropriate or a few other resources have been identified for alignment. • Ways in which to align with the interventions have not been provided, or proposed areas for alignment are not relevant to the interventions. 	<ul style="list-style-type: none"> • Limited other resources have been identified for alignment. • General ways in which to align with the interventions have been provided for some of the other resources available. 	<ul style="list-style-type: none"> • Multiple other resources have been identified for alignment. • Specific ways in which to align with the interventions have been provided for each other resource available.

* Note that a Proficient rating is needed for approval.

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

The intervention models described in this application will require more of LEAs and schools than has been done in the past. As a result, LEAs may need to modify their practices or policies in order to fully and effectively implement the interventions. In order to assess an LEA's commitment to make these modifications, WDPI will examine past practice of the LEA. If the LEA has a history of modifying its practices or policies related to increasing student achievement and school improvement in similar circumstances, it may be a strong predictor of how the LEA will act during this grant period. However, some LEAs may not have had any need to modify practices or policies in the past. Therefore, WDPI will also evaluate an LEA's commitment based on written assurances that the LEA will modify its practices or policies if necessary.

In order to assess the LEA's commitment and ability to modify its practices or policies, if necessary, to implement the interventions fully and effectively, WDPI will evaluate the LEA's proposal using the following criteria:

- The LEA's description of its history (including examples) of effectively modifying practices or policies related to increasing student achievement and school improvement (if applicable);
- The LEA's description of its plan to modify current practice and policy based on selected interventions for Priority or Tier I and Tier II schools; and
- Evidence that the LEA is willing to modify practices or policies if necessary for full implementation of intervention.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to modify practices or policies when necessary:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • Very limited or no flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model. • Very limited or no additional instructional time and/or alternative or extended school-year calendars that add instruction time per day have been provided. 	<ul style="list-style-type: none"> • Limited flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model. • Additional instructional time and/or alternative or extended school-year calendars that add less than an additional hour of instruction time per day have been provided. 	<ul style="list-style-type: none"> • Flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model. • Additional instructional time and/or alternative or extended school-year calendars that add an additional hour of instruction time per day have been provided.

* Note that a Proficient rating is needed for approval.

(5) *Sustain the reforms after the funding period ends.*

This grant may, if a waiver is approved, be extended until ~~2013~~ 2016. However, the intervention models described in the grant may require an LEA to continue implementing measures after the funding period has concluded. In order to evaluate an LEA's commitment to sustain these reforms, first the WDPI will examine any evidence of these specific interventions starting prior to the grants being awarded. If an LEA was committed to funding these interventions prior to the 1003(g) funding becoming available, it may be evidence that the LEA is committed to sustaining the reforms after the funding period ends. WDPI will also evaluate an LEA's plan for sustaining these reforms after the funding period has ended to ensure that the LEA is fully committed to these significant reforms.

In order to assess the LEA's commitment and ability to sustain the reforms after the funding period ends, WDPI will evaluate the LEA's proposal using the following criteria:

- The LEA's history (including examples) of starting reforms before this funding period began; and
- A written plan of how to sustain reforms after the funding period ends, including, but not limited to state, local, or other federal funding sources.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to sustaining reforms after the funding period ends:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> • A few or none of the above sustainability criteria relevant to the school's selected intervention model have been adequately addressed. 	<ul style="list-style-type: none"> • Most of the above sustainability criteria relevant to the school's selected intervention model have been adequately addressed. 	<ul style="list-style-type: none"> • All of the above sustainability criteria relevant to the school's selected intervention model have been adequately addressed.

* Note that a Proficient rating is needed for approval.

SECTION B-1: ADDITIONAL EVALUATION CRITERIA FOR PRE-IMPLEMENTATION

SEA is using the same information in this section as in its FY ~~2011~~ 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

Wisconsin is using the same information as in its approved FY 2010 application, with the following minor revisions, noted in red:

(1) WDPI will use criteria to review an LEA's proposed budget with respect to activities carried out during the pre-implementation period that is based on the criteria used to evaluate an LEA's regular budget for Priority or Tier I, II, and III schools. WDPI will ensure that, including pre-implementation activities, the LEA's yearly budget does not exceed \$2 million dollars multiplied by the number of Priority or Tier I, II, and III schools served. If the budget does exceed this amount, WDPI will not approve the grant until the budget has been modified.

WDPI will evaluate an LEA's budget for pre-implementation activities based on the following criteria for Priority or Tier I and Tier II schools:

- The budget for pre-implementation activities supports a comprehensive approach to school improvement and

- prepares the school to appropriately address each required component of the selected intervention model; and
- The budget for pre-implementation activities considers the following factors: school size, staff professional needs based on data, student needs based on data, enhancing capacity of school and (if applicable) district to implement reforms.

WDPI will evaluate an LEA's budget for pre-implementation activities based on the following criteria for Tier III schools:

- The budget for pre-implementation activities reflects strategic support to prepare schools for full implementation based on analysis of individual school needs; and
- The budget for pre-implementation activities reflects appropriate and allowable expenditures to support district-level support for Tier III schools during the pre-implementation period.

The following guideline will be used by WDPI to evaluate the LEA application with respect to budget for pre-implementation activities:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> Few or none of the factors have been adequately addressed. 	<ul style="list-style-type: none"> Most of the factors have been adequately addressed. 	<ul style="list-style-type: none"> All of the factors have been adequately addressed.

* Note that a Proficient rating is needed for approval.

(2) WDPI will evaluate the LEA's proposed activities to be carried out during the pre-implementation period using the following criteria:

- The connection between the LEA's plan for specific interventions and the proposed pre-implementation criteria;
- If the LEA's proposed activities are allowable according to the USDE Guidance;
- If the LEA's proposed activities are not specifically described in the guidance, a rationale which describes why the proposed activities meet the intent of the activities described by the USDE guidance as allowable;
- How the pre-implementation activities will prepare each school for successful implementation; and
- How the pre-implementation activities will prepare the entire LEA for successful implementation.

The following guideline will be used by WDPI to evaluate the LEA application with respect to proposed activities to be carried out during the pre-implementation period:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> Few or none of the factors have been adequately addressed. 	<ul style="list-style-type: none"> Most of the factors have been adequately addressed. 	<ul style="list-style-type: none"> All of the factors have been adequately addressed.

* Note that a Proficient rating is needed for approval.

SECTION C: CAPACITY

SEA is using the same information in this section as in its FY 2011-2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

N/A

SECTION D (PART 1): TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Process	Dates
Letters of eligibility and information mailed to LEAs with eligible Priority Schools. Follow up discussions with eligible LEAs.	September 2012
LEA application period opens; technical assistance by WDPI offered to eligible LEAs.	March 2013
LEA application due date.	June 14, 2013
Application review: <ul style="list-style-type: none"> • Internal WDPI reviewers assigned to each application; • Applications ranked and scored based on WDPI approval guidelines. 	June 2013
Request clarifications; provide technical assistance as needed to LEA applications.	June – July 2013
WDPI awards funds.	July 2013

SECTION D (PARTS 2-8) DESCRIPTIVE INFORMATION:

SEA is using the same information in this section as in its FY 2011 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

Wisconsin is using the same information as in its approved FY 2010 application, with the following minor revisions, noted in red:

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Priority or Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Priority or Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements. Note: The response to this question is the same as in the FY 2009 application.

Each LEA will be required to establish student achievement targets and define yearly progress towards annual goals and leading indicators for each Priority or Tier I and Tier II school as a part of the LEA application. As a part of the application review process, WDPI will evaluate these targets, goals, and indicators to ensure that the LEA has high expectations and aggressive targets for the students in these schools. After approval, funded LEAs will be required to submit interim and end-of-year reports indicating progress on annual goals and leading indicators; LEAs will also be asked to describe any barriers or challenges in implementing plans and achieving success. These interim and end-of-year reports will be reviewed by a team of WDPI Title I and School Support staff to ensure that the schools are on track. If there are any questions or concerns regarding progress toward targets, goals, and indicators, WDPI will engage the LEA in discussion around why progress is not being made. Any adjustments to the targets, goals, and indicators will be made by the LEA in collaboration with WDPI. If the LEA is not making progress on the approved metrics and measures and is not willing to review/revise its plan or consider alternative measures, then WDPI will take appropriate steps, including discontinuing funding.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

Tier III schools will be held to standards equally rigorous to those used for Priority or Tier I and Tier II schools. For Tier III schools, WDPI is asking for one year goals plans and will only make one year awards.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Priority or Tier I and Tier II schools the LEA is approved to serve.

WDPI has created guidance documents for the turnaround, restart, and transformation models to assist each LEA in designing an effective model. These guidance documents reflect current research and include various strategies for each of the required elements. These guidance documents will be made available to each LEA with Priority or Tier I and Tier II schools, and it is expected that these documents will assist each LEA in planning an intervention for Priority or Tier I and Tier II schools. These documents will proactively assist LEAs to ensure that the school intervention model is implemented fully and effectively.

WDPI will base its monitoring on the LEAs approved plan for implementation of a turnaround, restart, or transformation model. The approved plan will include specific activities the LEA commits to in order to fully implement the model, as well as a timeline for implementation. WDPI will use these activities and the timeline as the basis for monitoring. WDPI will also work with each LEA to develop an internal monitoring plan to complement the monitoring done by WDPI. WDPI believes that each LEA must also monitor the schools implementing a turnaround, restart, or transformation model and not solely rely on WDPI monitoring to ensure full implementation. WDPI will meet with the SIG school's team and central office reps at the start of the year to explain the WDPI monitoring system and discuss the LEA internal monitoring plan. WDPI will consult monthly with each LEA to discuss results of this monitoring. Monitoring will be rigorous and consistent to ensure that each LEA is implementing school intervention models fully and effectively in Priority or Tier I and Tier II schools.

WDPI will require that all Priority or Tier I and Tier II schools use the Indistar system for school improvement. In addition to this tool being productive and helpful to schools and districts, Indistar allows WDPI to monitor implementation progress of schools and districts. WDPI will monitor Indistar plans on a regular basis (at least once per month) in order to ensure full implementation of reform plans.

In addition to these practices, WDPI has already established an extensive monitoring and technical assistance system within Milwaukee Public Schools (MPS) to ensure that district corrective action requirements are being implemented effectively. WDPI will utilize aspects of this existing model to monitor the progress of the lowest-achieving schools. The MPS monitoring and technical assistance system includes the creation of a WDPI Director of School and District Improvement. With Title I School Improvement funds, WDPI will meet monthly with school and district representatives in MPS to assess the degree to which each school is on target with implementation of the selected intervention and to examine achievement data.

With Title I School Improvement funds, WDPI will assign each LEA that contains one of the lowest-achieving schools to a WDPI intervention implementation consultant. These implementation consultants will meet monthly with school and district representatives to assess the degree to which each school is on target with implementation of the selected intervention. Implementation consultants will also examine achievement data. The progress of each school will be shared monthly with the Assistant State Superintendent for Student and School Success and WDPI Director of District and School Improvement who report directly to the State Superintendent.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

In the event that the Wisconsin lacks sufficient funds to serve all eligible schools for which each LEA apply, priority will be given in the following order, (1) Priority or Tier I and II schools in LEAs that commit to serve both, (2) Priority or Tier I schools that LEAs commit to serve, (3) Tier II schools that LEAs commit to serve, (4) Tier III schools in LEAs that commit to serve a Priority or Tier I or Tier II school, (5) Tier III schools in LEAs that do not have a Priority or Tier I or Tier II school. Within each priority area, schools will be prioritized from lowest-achieving to highest achieving. Note that Wisconsin does expect to have sufficient funds to fund all Priority or Tier I and II schools that are eligible but does not expect to fund any Tier III schools.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

In the event that funding remains after WDPI awards sufficient funds to LEAs with Priority or Tier I and Tier II schools, WDPI will prioritize allocations first to Tier III schools in LEAs that commit to serve a Tier I or Tier II school, and next to Tier III schools in LEAs that do not have a Priority or Tier I or Tier II school. Within each priority area, schools will be prioritized from lowest-achieving to highest achieving.

(7) If the SEA intends to take over any Priority or Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

WDPI does not intend to take over any Priority or Tier I or Tier II schools. WDPI's role will be to provide monitoring and technical assistance to LEAs with Priority or Tier I and Tier II schools.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Priority or Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.

WDPI does not intend to provide services directly to any schools. WDPI does intend to provide services to the one LEA which has a large number of Priority or Tier I and Tier II schools in the state. The large number of Priority or Tier I and Tier II schools located in this LEA from both the first group and second group of schools identified as "persistently lowest-achieving" led WDPI to decide to provide direct services exclusively in this LEA. The LEA has indicated their approval in having WDPI provide these services.

WDPI will provide services to assist the LEA is serving its Priority or Tier I and Tier II schools, including direct support to the central office team charged with assisting and monitoring these schools. WDPI will provide assistance to the LEA that includes support for:

- Individuals responsible for district and school level improvement
- District and school level needs assessment
- Monitoring to ensure full implementation of selected model
- Oversight of external providers

SECTION E: SEA RESERVATION

SEA is using the same information in this section as in its FY 2011 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

Wisconsin is using the same information as in its approved FY 2010 application:

The Wisconsin Department of Public Instruction (WDPI) will use the 5% reservation and will assign each of the lowest-achieving schools to a WDPI intervention implementation consultant. These consultants will meet monthly with school and district representatives to assess the degree to which each school is on target with implementation of the selected intervention model. Implementation consultants will also examine achievement data. The progress of each school will be shared monthly with the Assistant State Superintendent for Student and School Success and WDPI Director of District and School Improvement who report directly to the State Superintendent.

WDPI will also provide assistance to LEAs so they are able to effectively use these funds. This support will cover a wide range of activities related to administration, evaluation, and technical assistance. This support will be provided by WDPI staff and, if necessary, external providers, particularly those with expertise in working with low-achieving schools.

In order to assist LEAs in effectively using these funds, WDPI will support LEAs in the following ways:

- Technical assistance related to:
 - Current research on best practices related to the intervention models;
 - Selection of the most appropriate intervention model;
 - Implementation of the models;
 - Evaluation of the models; and
 - Required data reporting.
- Site visits; and
- Evaluation of the following:
 - Student achievement targets;
 - Annual goals; and
 - Leading indicators.

SECTION F: CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

SECTION G: WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Wisconsin requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Priority or Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

Note: An SEA that requested and received the Tier II waiver for its FY 2011 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

Note: An SEA that requested and received the n-size waiver for its FY 2011 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]**.

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: New list waiver

Because the State does not elect to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2011 competition.

Waiver 4: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of Priority schools under ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that, through its request for ESEA flexibility, its priority school definition provides an acceptable alternative methodology for identifying the State's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of PLA schools in the SIG final requirements.

WAIVERS OF LEA REQUIREMENTS

Wisconsin requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Priority, Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Priority or Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Priority or Tier I, Tier II, and Tier III schools.

Waiver 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011, 2011-2012 or 2012-2013 school years cannot request this waiver to "start over" their school improvement timeline again.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Priority or Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2013-2014 school year to "start over" in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2013-2014 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Priority, Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the

name and NCES District Identification Number for each LEA implementing a waiver.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION	
<input type="checkbox"/> SEA is using the same FY 2011 LEA application form for FY 2012. <p>The SEA does not need to resubmit the LEA application.</p>	<input checked="" type="checkbox"/> SEA has revised its LEA application form for FY 2012. Wisconsin has made very minor revisions to the previously approved LEA application form. Specific revisions include new timelines and language regarding Priority schools. <p>The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.</p>

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.									
An LEA must identify each Priority, Tier I, Tier II, or Tier III school the LEA commits to serve and identify the model that the LEA will use in each Priority, Tier I or Tier II school.									
SCHOOL NAME	NCES ID #	PRIORITY	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						turnaround	restart	closure	transformation
Note: An LEA that has nine or more Tier I, Tier II or priority schools may not implement the transformation model in more than 50 percent of those schools.									

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Priority or Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Priority or Tier I school, the LEA must explain why it lacks capacity to serve each Priority or Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority or Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Priority or Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority or Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority, Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Priority or Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority or Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority or Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Priority or Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Priority or Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

REQUIRED INFORMATION FOR REVISED SEA APPLICATION SECTIONS

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Priority or Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority or Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2012-2013 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Priority or Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Priority or Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Priority or Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Priority or Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Priority or Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Priority, Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Priority or Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Priority, Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Priority, Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Priority or Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Priority, Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Priority or Tier I and Tier II school.
- Report the specific school-level data required in section III of the final SIG requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

APPENDIX B

	Schools an SEA MUST identify	Newly eligible schools an SEA MAY identify
Priority	Schools that, based on the most recent data available, have been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State.	A school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group; A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or A Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” ³	Title I eligible ⁴ elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ⁵	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are:

³ “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.

⁴ For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

⁵ Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.



- in the bottom 20% of all schools in the State based on proficiency rates; or
- have not made AYP for two years.



Wisconsin Department of Public Instruction
TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT APPLICATION
 PI-9550-SSIF-PS (Rev. 06-13)

Collection of this information is a requirement of NCLB.

INSTRUCTIONS: Return completed application by **JUNE 14, 2013**, to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MICHAEL DENNISON
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841

For questions regarding this grant, contact:

Jonas Zuckerman, Assistant Director
 Title I and School Support
 (608) 267-9136 jonas.zuckerman@dpi.wi.gov

Carolyn Parkinson, Education Consultant
 Title I and School Support
 (608) 267-1284 carolyn.parkinson@dpi.wi.gov

I. GENERAL INFORMATION

Local Educational Agency (LEA)	Mailing Address <i>Street, City, State, ZIP</i>
--------------------------------	---

Contact Person	Title
----------------	-------

E-Mail Address	Fax Area/No.	Phone Area/No.
----------------	--------------	----------------

Grant Coordinator <i>If other than contact person.</i>	Title
--	-------

E-Mail Address	Phone Area/No.
----------------	----------------

Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i>

Grant Period		Total Funds Requested for Grant Period	Total Funds Requested for Three Years
Beginning Date <i>Mo./Day/Yr.</i>	Ending Date <i>Mo./Day/Yr.</i>		

II. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed below have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Two signatures are required.

Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
--	--------------------------------

Signature of School Board Clerk or Charter School Authorizer ➤	Date Signed <i>Mo./Day/Yr.</i>
---	--------------------------------

III. ASSURANCES

Federal Assurances

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The district will require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. {EDGAR-Part 85}
5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.
9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section
13. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
14. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
15. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
16. The LEA will administer such funds and property to the extent required by the authorizing statutes.
17. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
18. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
19. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
20. The LEA assures if it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
21. The LEA assures it will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
22. The LEA assures it will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
23. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.
24. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority or Tier I and Tier II schools.

State Assurances

25. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
26. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.

IV. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

**Certification Regarding
Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Name and Title of Authorized Representative

Signature



Date Signed *Mo./Day/Yr.*

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

VI. NEEDS ASSESSMENT (cont'd)

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2009-10	2010-11	2011-12
Total Number of Teachers			
Average Absences			
District Average of Teacher Absences			

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2009-10 %	2010-11 %	2011-12 %
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2009-10 %	2010-11 %	2011-12 %
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10			

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2009-10 %	2010-11 %	2011-12 %
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2009-10 %	2010-11 %	2011-12 %
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10			

VI. NEEDS ASSESSMENT (cont'd)

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2009-10	2010-11	2011-12
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2009-10	2010-11	2011-12
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2009-10	2010-11	2011-12
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

24. Enter the school's mobility rate.

Mobility Rate	2009-10	2010-11	2011-12
All Students			

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:

- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
- District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
- Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

VII. STATEMENT OF NEED

Based on the information disclosed in the needs assessment above, summarize the needs identified for each school and provide a rationale for the intervention model selected. In order to summarize the needs, consider the following questions:

- What are the biggest areas of need at this school?
 - Which student groups are experiencing the lowest performance in each of the areas, e.g., reading, mathematics, attendance, etc.?
 - What trends are apparent in the data, e.g., reading, graduation, suspension, etc.?
 - What characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?
 - What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/providers?
 - What characteristics of past experiences with reform and improvement efforts should be taken into account in selecting a model and external partners/providers?
-

VIII. SCHOOL PLAN

For additional schools, copy and paste the school plan for each Priority or Tier I and Tier II school receiving SIG funds.

For each eligible Priority or Tier I and Tier II school, complete the plan for the reading and mathematics goals, and, if applicable, other goals the LEA will implement with SIG funds. Plans must address the needs identified through data analysis for each school. The plan must include all elements of the selected reform model as identified in the guidelines. If current grant period activities address a reform model requirement, use the numbering system in Appendix A and identify the requirement in the column titled "Model Requirement Number." Full implementation of the selected model must begin at the start of the 2012-13 school year.

School Name		Reform Model			
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2012-13					
2013-14					
2014-15					

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional reading goals for 2015-16.

Identify additional reading goals for 2016-17.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2012-13					
2013-14					
2014-15					

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional mathematics goals for 2015-16.

Identify additional mathematics goals for 2016-17.

VIII. SCHOOL PLAN (cont'd)					
School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>

XI. LEA CAPACITY

If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

XII. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

For each Priority or Tier I and Tier II school, describe the actions the LEA has taken, or will take, to:

i. Recruit, screen, and select external providers, if applicable, to ensure their quality.

ii. Align other resources with the interventions.

iii. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the interventions fully and effectively.

iv. Sustain the reforms after the funding period ends.

XIII. LEA CONSULTATION WITH STAKEHOLDERS

Describe the LEA's consultation, as appropriate, with relevant stakeholders regarding the application and implementation of school improvement models in its Priority or Tier I and Tier II schools.

XVa. BUDGET DETAIL (cont'd)		
Date of Request <i>Mo./Day/Yr.</i>	Applicant Agency	Project No. <i>For revisions only</i>

3. Non-Capital Objects Summary (400s)

a. WUFAR Function Code <i>Indicate for each item listed in column c.</i>	b. Quantity	c. Item Name <i>Include all items budgeted</i>	d. Total Costs
Total			\$0
<i>Must agree with Non-Capital Objects total on Budget Summary</i>			

4. Capital Objects Summary (500s)

Total			\$0
<i>Must agree with Capital Objects total on Budget Summary</i>			

XVb. BUDGET SUMMARY

Applicant Agency	Grant Period	Initial Request	Date Submitted	
	Begin		First Revision	Second Revision
Project Number <i>For DPI Use Only</i>	End			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least 30 days prior to expenditure of grant monies. If a field should be left blank, you must enter a zero "0" in that field.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Instruction		\$0	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil / Instructional Staff Services		\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Admin.		\$0	\$0
Indirect Cost	Approved Rate %			
TOTAL BUDGET		\$0	\$0	\$0
DPI Approval	Signature of DPI Reviewer			Date Signed Mo./Day/Yr.
	➤			

**APPENDIX A.
THE FOUR INTERVENTION MODELS**

Required elements for each of the four intervention models are listed below.

Requirements	Transformation	Turnaround	Restart	Closure
1. Replace the principal (except those previously hired for transformation or turnaround reform effort)	X	X		
2. Operational flexibility (budget, staffing, calendaring, school time/schedule)	X	X		
3. Identify/reward effective personnel and remove ineffective personnel	X			
4. High-quality, job-embedded, instructionally aligned professional development	X	X		
5. Financial incentives, career opportunities, and flexible work conditions	X	X		
6. New governance structure		X		
7. Identify and implement an instructional program that is research-based and aligned from one grade to the next and aligned with state academic standards	X	X		
8. Promote the continuous use of student data to inform and differentiate instruction	X	X		
9. Increased learning time	X	X		
10. Socio-emotional and community supports		X		
11. Ongoing family and community engagement	X			
12. Ongoing intensive technical assistance from LEA, SEA, or external partner	X			
13. Rigorous, transparent, and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	X			
14. Replace over 50 percent of the staff using "locally adopted competencies"		X		
15. Close and reopen under a Charter School Operator/CMO/EMO			X	
16. Close the school and send students to nearby schools—including but not limited to charter schools or new schools				X