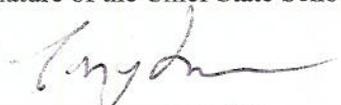


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<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: Mary Kleusch</p> <p>Position and Office: 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) 267-3163</p> <p>Fax: (608) 267-9142</p> <p>Email address: mary.kleusch@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: 12/03/2010</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>	

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Wisconsin



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



OMB Number: 1810-0682
Expiration Date: September 30, 2013

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 "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 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 5 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 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.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

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 2010 school improvement funds in proportion to the funds received in FY 2010 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.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

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 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@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, Education Program Specialist
Student Achievement and School Accountability Programs
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 December 3, 2010.

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.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

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: Mary Kleusch</p> <p>Position and Office: 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) 267-3163</p> <p>Fax: (608) 267-9142</p> <p>Email address: mary.kleusch@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:</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 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <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 checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

For an SEA keeping the same definition of PLA schools, please select one of the following options:

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

For an SEA revising its definition of PLA schools, please select the following option:

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.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

Tier I

In order to identify Tier I of the persistently lowest-achieving schools, the Wisconsin Department of Public Instruction (WDPI) started with the list of 71 Title I schools identified for improvement, corrective action, and restructuring. Based on that number and the requirements outlined in the School Improvement Grants guidance, Wisconsin’s list of persistently lowest-achieving Tier I schools consists of five schools.

Wisconsin based its definition of “persistently lowest-achieving schools” on the U.S. Department of Education (USDE) guidance, “Example 1: Lowest Achieving Over Multiple Years” (Question A-16, page 6, from guidance released November 1, 2010). First, WDPI calculated the combined reading and mathematics absolute proficiency for all schools in the Tier I pool for the last three years. The most recent year of data (2009-10) was weighted by 1.5, the next year (2008-09) was weighted by 1.25, and the third year (2007-08) was weighted by 1.0. This system of weighting was designed to measure progress in these schools. Additionally, any school that made more than 10 percentage points of gain over each of the two years was determined to have made progress and excluded from the ranking of Tier I schools. A weighted average of the three years was then calculated, and the schools were ranked according to the weighted average.

After careful consideration, schools that exclusively serve students who are over-age or under-credited were excluded from the Tier I list per the guidance provided by the USDE. These schools will be eligible to be served as Tier III schools. WDPI also examined the graduation rates in the Title I high schools in improvement, corrective action, or restructuring to identify those with a graduation rate below 60 percent over the last three years. Again, after careful consideration, schools exclusively serve students who are over-age or under-credited were excluded from the Tier I list per the guidance provided by the USDE. As a result, no schools were identified as Tier I schools based on graduation rate alone.

The five schools with the lowest weighted average are identified as the Tier I schools.

Tier II

In order to identify Tier II of the persistently lowest-achieving schools, first WDPI identified 82 secondary schools eligible for, but that do not receive Title I funding. Next, WDPI identified 80 Title I participating secondary schools that are in the lowest quintile of schools in the state in terms of combined reading and mathematics proficiency and are not identified as persistently lowest-achieving schools in Tier I. Finally, WDPI identified one Title I participating secondary school that missed AYP for two consecutive years and was not otherwise identified as a persistently lowest-achieving school in Tier I. This results in a pool of 163 potential Tier II schools. Based on that number and the requirements outlined in the School Improvement Grants guidance, Wisconsin’s list of persistently lowest-achieving Tier II schools consists of eight schools.

Wisconsin based its definition of “persistently lowest-achieving schools” on the USDE guidance, “Example 1: Lowest Achieving Over Multiple Years” (Question A-16, page 6, from guidance released November 1, 2010). First, WDPI calculated the combined reading and mathematics absolute proficiency for all schools in the Tier II pool for the last three years. The most recent year of data (2009-10) was weighted by 1.5, the next year (2008-09) was weighted by 1.25, and the third year (2007-08) was weighted by 1.0. This system of weighting was designed to measure progress in these schools. Additionally, any school that made more than 10 percentage points of gain over each of the two years was determined to have made progress and excluded from the ranking of Tier II schools. A weighted average of the three years was then calculated, and the schools were ranked according to the weighted average.

After careful consideration, schools that exclusively serve students who are over-age or under-credited were excluded from the Tier II list per the guidance provided by the USDE. WDPI also examined the graduation rates in secondary schools that are eligible for, but do not receive Title I funding, and the newly eligible secondary schools to identify those with a graduation rate below 60 percent over the last three years. Again, after careful consideration, schools that exclusively serve students who are over-age or under-credited were excluded from the Tier II list per the guidance provided by the USDE. As a result, no schools were identified as Tier II schools based on graduation rate alone.

After ranking the final list of all Tier II schools, two of the schools in the lowest-achieving five percent tested less than ten FAY students. After careful consideration, WDPI will request a waiver of the definition in section I.A.3 of the final requirements in order to apply a “minimum n-size” of ten FAY students. WDPI does not believe that data is reliable or reflective of a school’s true achievement due to extreme volatility and unpredictability with such a small number of students tested. Therefore, WDPI plans to exclude these two schools from the Tier II list and instead make these two schools eligible to be served as Tier III schools.

The eight schools with the lowest weighted average are identified as the Tier II schools.

Tier III

Title I schools identified for improvement, corrective action, and restructuring that are not otherwise identified as Tier I or Tier II schools will be identified as Tier III schools. In addition, the two schools that tested less than ten FAY students will be excluded from consideration as Tier II schools and included as Tier III schools.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	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		

¹ “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.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

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 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 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 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.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

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 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. 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 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 Tier I and Tier II school; and
- The LEA has analyzed the impact of past interventions in each 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 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 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 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 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 Tier I and Tier II schools are intensive and will require significant funding for successful implementation. WDPI will evaluate budgets for each 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 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 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 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 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 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 school year;
- The LEA’s rationale for why a specific intervention strategy was selected for each 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.

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.

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 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. 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.

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:

Please note that Section B-1 is a new section added for the FY 2010 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 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

(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 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 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 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.

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 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 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 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 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.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

How will the LEA demonstrate lack of capacity?

It is expected that any local education agency (LEA) that applies for a School Improvement Grant will serve each of its Tier I schools using one of the four intervention models. If an LEA cannot serve each of its Tier I schools, it must demonstrate that it lacks the capacity to do so. The Wisconsin Department of Public Instruction (WDPI) understands that there will not be one standard claim for "lack of capacity." WDPI will need to evaluate each LEA's "lack of capacity" claim individually. For example, if an LEA has five Tier I schools, it may not have the available resources or institutional capability to serve those schools. Geographic factors may be significant if there are no external providers that can support the intervention located near the LEA. Even the specific Tier I schools may be a factor in a "lack of capacity" claim, depending on the school's size and/or the expected difficulty in implementing the interventions.

In order to assess the LEA's "lack of capacity" to implement a school intervention model in each Tier I school, WDPI will consider the following factors:

- Number of Tier I and Tier II schools to serve;
- Size of Tier I and Tier II schools to serve;
- Types of models the LEA has selected at Tier I and Tier II schools it is serving (i.e., no Tier I or Tier II schools utilizing the closure model with multiple schools implementing the turnaround or restart models);
- How the LEA plans to serve Tier III schools;
- Specific challenges in the Tier I and Tier II schools it is serving; and
- How aggressive the LEA's student achievement targets are in schools it has chosen to serve.

What will the SEA do if it determines that an LEA has more capacity than the LEA demonstrates?

It is expected that any "lack of capacity" claims made by an LEA will be done so in consultation with WDPI.

WDPI has been working closely with staff from Milwaukee Public Schools (MPS) to discuss preliminary plans for Tier I schools, and plans to continue these conversations with the district to discuss ongoing plans for Tier I schools. Currently, MPS plans on serving each of its Tier I schools.

In the rare event that an LEA does not adequately demonstrate that it truly lacks capacity to serve all Tier I schools, WDPI will require the LEA to revise its application to serve all Tier I schools. WDPI will provide technical assistance to ensure that Tier I schools are served to the LEA's full capacity.

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

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Process	Dates
Letters of eligibility and information mailed to LEAs with Tier I and Tier II Schools. Follow up discussions with eligible LEAs.	December 2010 – January 2011
LEA draft application and review metric available to eligible LEAs.	January 2011
LEA application period opens; technical assistance by WDPI offered to eligible LEAs.	January – March 2011
LEA application due date.	April 15, 2011
Application review: <ul style="list-style-type: none">• Internal WDPI reviewers assigned to each application;• Applications ranked and scored based on WDPI approval guidelines.	April 2011
LEA application review deadline.	April 29, 2011
Request clarifications; provide technical assistance as needed to LEA applications.	May 2011
WDPI announces final funding decisions.	May 15, 2011

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its 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 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 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 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 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.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its 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 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 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 and is not willing to review/revise its plan or consider alternative measures, then WDPI will evaluate whether funding should be continued.

(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 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 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 Tier I and Tier II schools, and it is expected that these documents will assist each LEA in planning an intervention for 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 Tier I and Tier II schools.

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) Tier I and II schools in LEAs that commit to serve both, (2) 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 Tier I or Tier II school, (5) Tier III schools in LEAs that do not commit to serve a 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 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 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 commit to serve a 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 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 Tier I or Tier II schools. WDPI's role will be to provide monitoring and technical assistance to LEAs with 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 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 intends to provide services to the one LEA which has a large number of Tier I and Tier II schools in the state. The large number of 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 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

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.
- 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 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 each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a 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 Tier I and Tier II school.
- Report the specific school-level data required in section III of the final 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.

Insert response to Section F SEA Reservation here:

The Wisconsin Department of Public Instruction (WDPI) 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.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including

H. 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

Enter State Name Here 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 Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 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.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 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.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 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]** 10.

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.

Note: An SEA that requested and received the n-size waiver for its FY 2009 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.

Waiver 3: New list waiver

Because the State neither must nor elects 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 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here 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 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 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 Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 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 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in 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.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot

request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

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 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 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.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Wisconsin requests a waiver of the requirement indicated below. The State believes that the requested waiver 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 improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

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 REQUIREMENTS

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

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

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.

LEA APPLICATION REQUIREMENTS

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 Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	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 and Tier II 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 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 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 Tier I school, the LEA must explain why it lacks capacity to serve each 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 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 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 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 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 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 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 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 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 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 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 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; and
- (4) 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 Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] 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. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <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 years.

[‡] “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.

[§] 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).

^{**} 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.



Wisconsin Department of Public Instruction
TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT
COHORT II APPLICATION YEAR 1
 PI-9550-SSIF-C2 (New 02-11)

INSTRUCTIONS: Return completed application and two copies by
 April 1, 2011, to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MACKENZIE DUNN
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841

Collection of this information is a requirement of NCLB.

For questions regarding this grant, contact:
 Jonas Zuckerman, Education Consultant
 Title I and School Support
 (608) 267-9136 jonas.zuckerman@dpi.wi.gov

Jill Underly, Education Consultant
 Title I and School Support
 (608) 266-3892 jill.underly@dpi.wi.gov

I. GENERAL INFORMATION

Local Educational Agency (LEA)	Mailing Address <i>Street, City, State, ZIP</i>
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Contact Person	Title
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E-Mail Address	Fax <i>Area/No.</i>	Phone <i>Area/No.</i>
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Grant Coordinator <i>If other than contact person.</i>	Title
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E-Mail Address	Phone <i>Area/No.</i>
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Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i>

	Grant Period	Total Funds Requested for Current	Total Funds Requested for Three Years
Beginning Date <i>Mo./Day/Yr.</i>	Ending Date <i>Mo./Day/Yr.</i>	Grant Period	
5/1/2011	6/30/2012		

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 above 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. WAIVERS

The Department of Public Instruction has requested waivers of the requirements set forth below. Check each box for which the LEA wishes to apply.

- Permit Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. **List participating schools:** _____
- 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 Tier I or Tier II Title I participating school that does not meet the poverty threshold.

IV. ASSURANCES

Assurance is hereby provided that:

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. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
14. 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.
15. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
16. 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.
17. 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.
18. The LEA will administer such funds and property to the extent required by the authorizing statutes.
19. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
20. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
21. 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 Tier I and Tier II school that it serves with school improvement funds.
22. The LEA assures it will, if implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
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 Tier I and Tier II schools.

V. 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. SCHOOLS TO BE SERVED

Identify each Tier I, Tier II, and Tier III school the LEA commits to serve and the proposed budget for each school. Indicate the reform model the LEA will use in each Tier I, Tier II, and Tier III school it commits to serve by checking the appropriate box. Provide a budget for each year that does not exceed the number of schools it commits to serve multiplied by \$2 million or no more than \$6 million over three years.

School Name	NCES School / District ID No.	Tier			Model				Budget				
		I	II	III	Turn-around	Restart	Closure	Transformation	May 1, 2011 – June 30, 2012 SIG Funds Requested	Year 2 SIG Funds Requested	Year 3 SIG Funds Requested	Total SIG Funds Requested	
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VII. 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	2007-08	2008-09	2009-10
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	2007-08 %	2008-09 %	2009-10 %
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	2007-08 %	2008-09 %	2009-10 %
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	2007-08 %	2008-09 %	2009-10 %
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	2007-08 %	2008-09 %	2009-10 %
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10			

VII. NEEDS ASSESSMENT (cont'd.)

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

Average Daily Attendance	2007-08	2008-09	2009-10
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	2007-08	2008-09	2009-10
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	2007-08	2008-09	2009-10
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	2007-08	2008-09	2009-10
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.

VIII. 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?
-

IX. SCHOOL PLAN

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

For each eligible Tier I, Tier II, or Tier III 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 2011-12 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>
2011-12					
2012-13					
2013-14					

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

Identify additional reading goals for **2014-15**.

Identify additional reading goals for **2015-16**.

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>
2011-12					
2012-13					
2013-14					

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

Identify additional mathematics goals for **2014-15**.

Identify additional mathematics goals for **2015-16**.

IX. 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 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 Tier I and Tier II schools.

IV. LEA MONITORING PLAN

Detail the LEA's plan for ensuring that all funded Tier I and Tier II schools are on schedule in implementing the selected reform model.

Goal: To ensure timely and effective implementation of one of the federal reform models in all funded Tier I and Tier II schools.

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>

XV. BUDGET DETAIL (cont'd.)		
Grant Period 5/1/2011 – 6/30/2012	LEA	Project No. <i>For revisions only</i>

4. Capital Objects Summary (500s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total (Must agree with Capital Objects total on Budget Summary)		\$0

5. Other Objects Summary (900s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total (Must agree with Other Objects total on Budget Summary)		\$0

XVI. BUDGET SUMMARY

LEA	Grant Period Begin Date 5/1/2011	Initial Request	Date Submitted	
Project Number <i>For DPI Use Only</i>	End Date 6/30/2012		First Revision	Second Revision

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.

The monetary fields may not be left blank. It is necessary to enter a zero.

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 DPI Reviewer Signature/Date		➤		

**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