



Wisconsin Department of Public Instruction  
**TITLE I, 1003(g), SCHOOL IMPROVEMENT  
 GRANT APPLICATION**  
 PI-9550-SSIF-PS (Rev. 08-13)

Collection of this information is a requirement of NCLB.

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

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

*For questions regarding this grant, contact:*

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

**AUG 29 2013**

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

I. GENERAL INFORMATION			
Local Educational Agency (LEA) Darrell Lynn Hines Academy		Mailing Address <i>Street, City, State, ZIP</i> 7151 N. 86 <sup>th</sup> St., Milwaukee WI 53224	
Contact Person Precious Washington		Title Director of Schools and Leadership	
E-Mail Address <a href="mailto:pwashington@dlha.org">pwashington@dlha.org</a>		Fax Area/No. 4144340034	Phone Area/No. 4143583542
Grant Coordinator <i>if other than contact person.</i>		Title	
E-Mail Address			Phone Area/No.
Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i>			

Grant Period		Total Funds Requested for Grant Period	Total Funds Requested for Three Years
Beginning Date Mo./Day/Yr.	Ending Date Mo./Day/Yr.		
07/01/2013	06/30/2014	1143984	1500000

**II. CERTIFICATION/SIGNATURES**

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

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

**Two signatures are required.**

Signature of District Administrator ➤ <i>Precious Washington</i>	Date Signed Mo./Day/Yr. 8/26/2013
Signature of School Board Clerk or Charter School Authorizer ➤ <i>Cathy A. Banks, Treasurer</i>	Date Signed Mo./Day/Yr. 8/26/2013

## IV. CERTIFICATION COVERING DEBARMENT

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

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

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

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

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

LEA/Agency/Company Name

Darrell Lynn Hines Academy

Name and Title of Authorized Representative

Precious Washington, Director of Schools and Leadership

Signature



Date Signed Mo./Day/Yr.

8/26/2013

## INSTRUCTIONS FOR CERTIFICATION

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

**VI. NEEDS ASSESSMENT**

Complete the entire Needs Assessment section for each Priority or Tier I and Tier II school the LEA commits to serve or provide the lead turnaround partner's needs assessment that address each section listed. For additional schools, copy and paste the entire Needs Assessment section. Be sure to complete every subsection for every school.

1. School Name <p style="text-align: center;">Darrell Lynn Hines Academy</p>	2. Current Principal Name <p style="text-align: center;">Lois Fletcher</p>	
3. Number of Years in Current Position <p style="text-align: center;">1</p>	4. Number of Years in this School <p style="text-align: center;">9</p>	5. Number of Years in LEA <p style="text-align: center;">9</p>

6. Check one:

- The current principal will be replaced.
- The current principal will not be replaced because:
  1. S/he was placed in this school as part of a broader reform effort, and
  2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
  3. S/he was hired after July 1, 2008.

7. Grade Level Example: 9-12. <p style="text-align: center;">K4-8</p>	8. Total Enrollment <p style="text-align: center;">300</p>	9. % Free / Reduced Lunch. <p style="text-align: center;">0</p>	10. % Special Education Students <p style="text-align: center;">0</p>
11. % English Language Learners <p style="text-align: center;">0</p>	12. Home Languages of English Language Learners <i>List up to three most frequent.</i>		

13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

Northwest side of Milwaukee, low-income, urban area families

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

Milwaukee Public Schools, Destiny HS, Rufus King, Dominican, Milwaukee Lutheran, Wisconsin Lutheran

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
Four-year old kindergarten	1.0	X		X	
Five-year old kindergarten	1.0	X		X	
First grade	1.0		X		
Second grade	1.0	X	X		
Third grade	1.0	X	X		
Fourth grade	1.0		X		
Fifth grade	1.0	X	X		
English	1.0	X		X	
Science	1.0	X		X	
Social Studies	1.0	X	X		
Health/Physical Education	1.0	X		X	
Math Enrichment	1.0	X	X		
Math	1.0	X	X		

**VI. NEEDS ASSESSMENT (cont'd)**

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

Average Daily Attendance	2009-10	2010-11	2011-12
All Students	92	94	93
American Indian/Alaskan Native	0	0	0
Asian/Pacific Islander	94	96	98
Black Not Hispanic	92	94	93
Hispanic	98	95	95
White Not Hispanic	95	90	0

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

Suspension Rate	2009-10	2010-11	2011-12
All Students	27	24	19
American Indian/Alaskan Native	0	0	0
Asian/Pacific Islander	0	0	0
Black Not Hispanic	27	24	19
Hispanic	0	0	0
White Not Hispanic	0	0	0

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

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

24. Enter the school's mobility rate.

Mobility Rate	2009-10	2010-11	2011-12
All Students	23	17	19

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.

See pages 5-6 of diagnostic review.

VIII. SCHOOL PLAN

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

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

School Name		Reform Model			
Darrell Lynn Hines Academy		Transformation Model			
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2012-13	75% of 2012 4 <sup>th</sup> and 8 <sup>th</sup> grade proficient/advanced students must maintain that status. 60% of 2012 3 <sup>rd</sup> -8 <sup>th</sup> grade students who tested basic or minimal in reading will improve level or move at least one quartile within their level. See Diagnostic Review, pg. 26	WKCE data reports, SDRT, MAP assessments			
2013-14	4 <sup>th</sup> and 8 <sup>th</sup> grade proficient/advanced students must maintain that status. 3 <sup>rd</sup> -8 <sup>th</sup> grade students who tested basic or minimal in reading will improve level or move at least one quartile within their level. See Diagnostic Review, pg. 26	WKCE data reports, MAP assessments, PALS assessments (grades K4-1)			
2014-15	4 <sup>th</sup> and 8 <sup>th</sup> grade proficient/advanced students must maintain that status. 3 <sup>rd</sup> -8 <sup>th</sup> grade students who tested basic or minimal in reading will improve level or move at least one quartile within their level. See Diagnostic Review, pg. 26	WKCE data reports, MAP assessments, PALS assessments (grades K4-1)			

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

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

Proficient/advanced students must maintain that status. 4<sup>th</sup>-8<sup>th</sup> grade students who tested basic or minimal in reading and/or math will improve level or move at least one quartile within their level.

Identify additional reading goals for **2016-17**.

Proficient/advanced students must maintain that status. 4<sup>th</sup>-8<sup>th</sup> grade students who tested basic or minimal in reading and/or math will improve level or move at least one quartile within their level.



**XI. LEA CAPACITY**

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

**XII. LEA SUPPORT FOR SCHOOL IMPLEMENTATION**

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

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

LEA chose Cambium Learning, Inc. as LTP. Executive Director and DPI liasion attended DPI identification process. Leadership team evaluated applications from DPI, interviewed 2 providers and used rubric to identify partner.

- ii. Align other resources with the interventions.

Milwaukee Teacher Education Center to provide mentoring, observation and feedback for teachers and administrators. Additional follow-up in progress with DPI liasion and Cambium Learning, Inc.

- 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.

In progress: used the needs identified in the diagnostic review to develop the Indistar plan.

- iv. Sustain the reforms after the funding period ends.

LTP employs the "Train the Trainer" model.

**XIII. LEA CONSULTATION WITH STAKEHOLDERS**

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

Held informational meetings with parents, Board of Directors, and Charter School Committee. LTP met with and surveyed parents. LTP surveyed students. Additional meetings held with Charter Review Committee liasion. 2013-14 plan to implement a parent-to-parent connections leadership initiative.

XVa. BUDGET DETAIL

Date of Request *Mo/Day/Yr.*

Applicant Agency

Darrell Lynn Hines Academy

Project No. For revisions only

1. Personnel Summary (100s-200s)

All staff must hold the appropriate license.

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant".

a. WUFAR Function Code Indicate for each position listed	b. Name	c. Position/Title	d. Project FTE	e. Date(s) Service to be Provided	f. Total Cost Salary Fringe
110100	Monica Carrington (.5), Tanesha Jones (.5), Azuree Nichols (.5)	Summer School Teacher TFFH04 (1a)	1.50	7/1/13— 6/30/14	32837
110100	Kim Oliver (.5), Beth Ricco (.5), Jaclyn Schmidt (.5), Ann Wetherbee (.5)	Summer School Teacher TFFH04 (1a)	2.00	7/1/13— 6/30/14	49233
110100	Nina Cleveland (.5), Nakkita Coburn (.5), Maynard Nickson (.5)	Summer School Para TFFH04 (1a)	1.50	7/1/13— 6/30/14	25256
110100	Brandon Behrendt (.5), Sophia Washington- Tillman (.5)	Summer School Para TFFH04 (1a)	1.00	7/1/13— 6/30/14	10880
391100	Debra DeBerry (.5)	Daycare for parent sessions TFFJ06 (2a)	.50	7/1/13— 6/30/14	1000
253100	Debra DeBerry (.5), Haki Stampley (.5), Bethal Jackson (.5)	Summer School Bld Ops TFFH04 (2a)	1.50	7/1/13— 6/30/14	15617
252300	Lois Fletcher (.1), Precious Washington (.1), Cathy Stampley (.1)	Budget preparation TFA05 (3a)	.30	7/1/13— 8/31/13	4500
110100	Wrye Oliver	Library/Media Specialist TFFH04 (1a) (1b)	1.00	7/1/13— 6/30/14	60023
110100	Megan Langfield	Math Specialist TFFH04 (1a) (1b)	1.00	7/1/13— 6/30/14	38000
					9175
					19403
					237346
					28578

All project totals must equal salary and fringe totals on budget summary page.

Total Salary and Fringe

237346

28578

**XVa. BUDGET DETAIL (cont'd)**

Date of Request <i>Mo./Day/Yr.</i>	Applicant Agency Darrell Lynn Hines Academy	Project No. <i>For revisions only</i>
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**3. Non-Capital Objects Summary (400s)**

a. WUFAR Function Code <i>Indicate for each item listed in column c.</i>	b.  Quantity	c.  Item Name <i>Include all items budgeted</i>	d.  Total Costs
110411		Classroom supplies, ink, copy paper, testing kits TFA08 (1d)	12600
222432		Instructional media, library books, classroom books and novels TFA08 (1d)	23780
222471		Curriculum supplies, lab equipment, testing kits TFA08 (1d)	82444
222435		Instructional media: Aleks, Achieve 3000, Renaissance, NWEA, AIMS TFG03 (1d)	28106
120411		1 Binding/laminating machine, 3 projectors TFA08 (1d)	4930
120413	11	Mobile projection stands TFA08 (1d)	2728
<b>Total</b> <i>Must agree with Non-Capital Objects total on Budget Summary</i>			154588

**4. Capital Objects Summary (500s)**

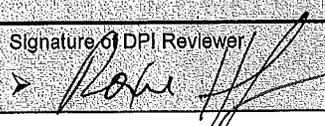
120413		90 student laptops, 20 staff laptops, 6 iPads, 10 whiteboards TFG03 (1e)	106965
253443		Storage cabinets, classroom carpets, mailboxes, student cubbies, bookshelves, desks, cabinets, partitions TFG03 (2e)	37732
240413		4 staff desktops TFG03 (2e)	3900
<b>Total</b> <i>Must agree with Capital Objects total on Budget Summary</i>			148597

**Xvb. BUDGET SUMMARY**

<b>Applicant Agency</b> Darrell Lynn Hines Academy	<b>Grant Period</b> Begin 07/01/2013	<b>Initial Request</b>	<b>Date Submitted</b>	
<b>Project Number For DPI Use Only</b>	End 06/30/2014		<b>First Revision</b>	<b>Second Revision</b>

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

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
<b>Instruction (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	216229		
	b. Fringe Benefits (200s)	28578		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)	154588		
	e. Capital Objects (500s)	106965		
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Instruction</b>		506360	0
<b>Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series)</b> 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)	16617		
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)	574875		
	d. Non-Capital Objects (400s)	41632		
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Pupil / Instructional Staff Services</b>		633124	0
<b>Support Services—Administration</b> (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)	4500		
	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)			
<b>TOTAL Support Services—Admin.</b>		4500	0	0
<b>Indirect Cost</b>	Approved Rate %			
<b>TOTAL BUDGET</b>		1143984	0.0	0.0

<b>DPI Approval</b>	Signature of DPI Reviewer 	Date Signed Mo./Day/Yr. 10/30/13
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