

Title I, Part A, Section 1003(g) School Improvement Grant

Guidelines Priority Schools

Authorized by the

United States Elementary and Secondary
Education Act (ESEA)
(20 U.S.C. 6303 (g))



**State of Wisconsin
Department of Public Instruction**

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I. Overview

The purpose of 1003(g) School Improvement Grants for Priority Schools, authorized by the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6303 (g)), is to provide public school districts with additional funds and resources to assist their Title I Priority Schools.

II. Eligibility

Eligible applicants are public school districts with Title I schools that have been identified as Priority Schools. The identification of Priority Schools was required by Wisconsin's approved No Child Left Behind (NCLB) Flexibility Waiver. Priority Schools are five percent of Title I schools demonstrating the lowest combined performance in reading and mathematics.

III. Available Funds

The amount of available funds is based on the appropriation made available to Wisconsin from the United States Department of Education (ED). The amount varies, but each school is eligible for up to \$1.5 million in school improvement funds from July 1, 2012 through June 30, 2014.

IV. Use of Funds

Districts may use these funds to continue to support only the most rigorous interventions in schools identified as Priority Schools only. There are four possible reform models a district may use for a school. Appendix A details the requirements for each reform model and a summary for each model is provided below.

- *Turnaround Model*
 - Replace principal and 50 percent of staff;
 - Adopt new governance model;
 - Implement new or revised instructional program;
 - Provide ongoing, high-quality, job-embedded professional development and implement new methods to recruit, place, and retain staff;
 - Use student data to inform and differentiate instruction;
 - Establish schedules and implement strategies that provide increased learning time; and
 - Provide socio-emotional and community-oriented services and supports.

- *Restart Model*
 - Close the school and reopen under management of Charter School Operator (CSO), Charter Management Operator (CMO), or Educational Management Operator (EMO);
 - Require a rigorous review process; and
 - Require the restart school to enroll (within the grades it serves) any former student who wishes to attend the school.

- *School Closure Model*
 - Close the school and enroll students in other higher achieving schools.

- *Transformation Model*
 - Replace the principal, who then has operational flexibility;
 - Use rigorous, transparent, and equitable evaluation systems;
 - Identify and reward effective staff and remove ineffective staff;
 - Provide staff professional development and implement new methods to recruit, place, and retain staff;
 - Use student data to inform and differentiate instruction;
 - Implement an instructional program that is research-based, vertically aligned from one grade to the next, and aligned with state academic standards;
 - Establish schedules and implement strategies that provide increased learning time;
 - Provide ongoing mechanisms for family and community engagement; and
 - Ensure the school receives ongoing, intensive technical assistance and related support from the Local Educational Agency (LEA), the State Educational Agency (SEA), or a designated external lead partner organization.

A. Eligible Expenses

Districts may use funds for salaries, fringe benefits, instructional materials, professional development, purchased services, or other expenses for school improvement reform efforts.

B. Ineligible Expenses

Districts may not purchase non-educational incentives with these funds or support activities that do not relate to school improvement.

C. Supplement, not Supplant

Funds must be used to supplement, not supplant efforts funded by local dollars.

V. Application Information

A. Timeline

June 14, 2013	Grant applications must be received at DPI
June 30, 2013	Award documents sent to districts

B. Application

The application includes the following sections: Schools to Be Served; Needs Assessment; Statement of Need; School Plan; LEA Support for School Implementation; LEA Consultation with Stakeholders; LEA Monitoring Plan; and Budget Detail and Summary.

Instructions for each section are included in the application. Applicants should also use the reviewer rubric (Appendix B) as a guiding document when writing the application.

DPI will only award funds to proficient applications. Proficient responses are defined in the reviewer rubric (Appendix B). Applicants need to address every component listed in the rubric.

Districts shall contact their business manager for assistance with the budget portion of the application. The Budget Detail and Summary sections require districts to specify how the grant expenses are allocated by budget category (i.e., salary, fringe, non-capital objects, etc.). The budget should coincide with the activities listed in Indistar. The budget shall only contain expenses for the 2013-14 grant year.

For the first grant year (2012-13), districts must complete grant activities and encumber expenses by June 30, 2013.

The Priority School Grant application is due June 14, 2013. The Priority School Grant application may be accessed online at http://ssos.dpi.wi.gov/ssos_1003g_forms.

C. Review Process

A team of DPI staff will review each grant application. The team will use the rubric provided in Appendix B. If an application is rated “not proficient” or “no” on any questions, DPI will provide feedback and will allow applicants an opportunity to revise the application.

VI. Monitoring Plan

DPI will continue to monitor grant recipients on a continual basis. Monitoring will include reviewing data, reviewing the Indistar plan, and on-site visits.

VII. Financial Requirements

A. General Requirements

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Districts shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI’s website at http://sfs.dpi.wi.gov/sfs_wufar.

Districts shall also follow the guidelines set forth in the Financial Management Handbook for Federal and State Grant Programs. This handbook provides a reference to the fiscal requirements and procedures necessary for responsible financial management of DPI administered grant programs. The handbook references state and federal codes regulating grant programs administered by DPI. The handbook is available on DPI’s website at http://sms.dpi.wi.gov/sms_fedaids.

B. Budget Revisions

Requests for budget revisions are required when significant changes need to be made to the original approved budget. An increase or decrease of 10 percent or more in any budget summary line requires approval by DPI.

The district shall not expend funds until DPI approves the budget revision.

To request a budget revision, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to DPI's grants specialist. DPI will notify recipients of the approval or denial in writing.

All budget modification requests must be received and approved by DPI before May 31, 2014.

C. Financial Claims

The DPI recommends recipients submit program fiscal reports (PI-1086) at least quarterly during the grant period. A final program fiscal report is due September 30, 2014. Direct all questions regarding financial claims to DPI's accountant, Richard Brown, at (608) 266-8053 or richard.brown@dpi.wi.gov.

This grant program will be funded in part by the American Recovery and Reinvestment Act (ARRA) of 2009. Grant recipients will be required to comply with the quarterly reporting requirements as defined by Section 1512 of ARRA. For specific information regarding the ARRA reporting requirements, please visit http://recovery.dpi.wi.gov/rec_reporting, or contact Shelly Babler at shelly.babler@dpi.wi.gov or (608) 267-1067.

Districts must complete the second year's grant activities and encumber expenses by June 30, 2014.

Appendix A – Reform Model Requirements

Turnaround Model

Required Activities:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
 - a. Principals hired within the last two years as part of a turnaround effort are exempt.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:
 - a. Screen all existing staff and rehire no more than 50 percent; and
 - b. Select new staff.
3. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
4. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
8. Establish schedules and implement strategies that provide increased learning time.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

Permissible Activities:

1. Any of the required and permissible activities under the transformation model.
2. A new school model (e.g., themed, dual language academy).

Restart Model**Required Activities:**

1. An LEA converts a school or closes and reopens a school under a Charter School Operator, a Charter Management Organization (CMO), or an Education Management Organization (EMO).
2. A rigorous review process is completed.
3. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School Closure Model**Required Activities:**

1. An LEA closes a school.
2. Students who attended that school enroll in other schools in the LEA that are higher achieving.
3. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Transformation Model**Required Activities:**

1. Replace the principal who led the school prior to commencement of the transformation model.
 - a. Principals hired within the last two years as part of a transformation effort are exempt.
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
 - b. Are designed and developed with teacher and principal involvement.

3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
8. Establish schedules and strategies that provide increased learning time.
9. Provide ongoing mechanisms for family and community engagement.
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Permissible Activities:

1. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Institute a system for measuring changes in instructional practices resulting from professional development.

3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
4. Conduct periodic reviews of the curriculum to ensure that it is being implemented with fidelity.
5. Implement a schoolwide "response-to-intervention" model.
6. Provide additional supports and professional development to implement effective strategies to support students with disabilities in the least restrictive environment and ensure Limited English Proficient students acquire language skills to master academic content.
7. Use and integrate technology-based supports and interventions as part of the instructional program.
8. In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework.
9. Improve student transition from middle to high school through summer transition programs or freshman academies.
10. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, performance-based assessments, and acceleration of basic reading and mathematics skills.
11. Establish early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.
12. Partner with parents, parent organizations, and community-based organizations to create safe school environments that meet students' social, emotional, and health needs.
13. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
14. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
15. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
16. Implement a per-pupil school-based budget formula that is weighted based on student needs.

VII. Needs Assessment	YES	NO
The LEA has completed a needs assessment of school, student, and staff data for the past three years for each Priority School.		
The LEA has summarized reform and improvement efforts within the last five years for each Priority School.		
Comments:		

VIII. Statement of Need	Not Adequately Demonstrated	Basic	Proficient
As a result of the needs assessment, the LEA has clearly summarized the greatest needs of the school.	None of the proficient factors have been adequately addressed.	Some of the proficient factors have been adequately addressed.	<p>The Summary:</p> <ul style="list-style-type: none"> • Identifies the areas of greatest need. • Provides clear rationale for how areas of greatest need correlate to the data provided in the needs assessment. • Provides clear explanation for why the identified needs are prioritized as the areas of greatest need.
The LEA has provided a strong rationale for the intervention model selected at each Priority School.	None of the proficient factors have been adequately addressed.	Some of the proficient factors have been adequately addressed.	<p>The Rationale:</p> <ul style="list-style-type: none"> • Provides a clear explanation for why the chosen model is best suited for the school. • May include, but is not limited to: <ul style="list-style-type: none"> ○ Data analysis; ○ School capacity; ○ District capacity; ○ Local context; and ○ External technical assistance.

VIII. Statement of Need – con't

Comments

IX. School Plan	YES	NO
Each school has identified a reading and math goal for all three years that will put the school on a trajectory to be at or above the state average within five years.		
The LEA has identified multiple sources of data to assess progress toward goals.		
Grant activities address all required elements of the selected reform model.		
If the school has identified other goals, they are consistent with the prioritized needs of the school.		

IX. School Plan – con't	Not Adequately Demonstrated	Basic	Proficient
The activities reflect high leverage strategies that will help the school reach its goals.	None of the proficient factors have been adequately addressed.	Some of the proficient factors have been adequately addressed.	Activities are: <ul style="list-style-type: none"> • Research based; • Designed to directly impact goals for student achievement and prioritized needs; • Specific enough to guide implementation of the grant; • Integrated and coordinated across the school; and • Designed to support rapid school turnaround.

<p>The plan reflects effective use of resources, support, and technical assistance in order to achieve school goals.</p>	<p>None of the proficient factors have been adequately addressed.</p>	<p>Some of the proficient factors have been adequately addressed.</p>	<p>Each school plan:</p> <ul style="list-style-type: none"> • Delineates clear roles and responsibilities; • Demonstrates a coordinated team effort; • Requests an appropriate level of funding; and • Includes a timeline for effective and efficient implementation.
<p>Comments:</p>			

X. LEA Support for School Implementation	Not Adequately Demonstrated	Basic	Proficient
(i) If applicable, the LEA adequately recruited, screened, and selected external providers to ensure their quality.	None of the proficient factors have been adequately addressed.	Some of the proficient factors have been adequately addressed.	The selection process includes: <ul style="list-style-type: none"> • An evaluation of multiple providers; • An evaluation of providers’ history, experience, and results; and • A review of providers’ expertise in identified areas of need.
(ii) The LEA effectively aligns other resources with the interventions.	None of the proficient factors have been adequately addressed.	Some of the proficient factors have been adequately addressed.	To ensure successful implementation of the grant, the LEA describes how it will align resources, which may include, but are not limited to: <ul style="list-style-type: none"> • Central office support; • Local, State, and Federal funding; • Activities required by, or related to, other funding sources; • Professional development; and • Other resources.

X. LEA Support for School Implementation	Not Adequately Demonstrated	Basic	Proficient
<p>(iii) The LEA provides a description of its plan to modify current practices and policies, if necessary, to enable its Priority Schools to implement the interventions effectively.</p>	<p>None of the proficient factors have been adequately addressed.</p>	<p>Some of the proficient factors have been adequately addressed.</p>	<p>The plan includes:</p> <ul style="list-style-type: none"> • An evaluation of current practices and policies that impact the implementation of School Improvement Grants. • A description of how the LEA will modify necessary practices and policies, which may include, but are not limited to: <ul style="list-style-type: none"> ○ School plans; ○ Teacher and administrator contracts; ○ Transportation; ○ LEA and school schedules; ○ Enrollment procedures; ○ Graduation requirements; and ○ Discipline procedures.

XI. LEA Consultation with Stakeholders	YES	NO
The LEA describes strategies for consultation with key stakeholders regarding the application and implementation of school improvement models in its Priority Schools.		
Comments:		

XII. LEA Monitoring Plan	YES	NO
The LEA has identified a district-level administrator to oversee, evaluate, and, if necessary, take action to ensure that the plan is being implemented as designed.		
The plan demonstrates that LEA administrators regularly review student achievement data in the targeted schools.		
The plan includes district-level personnel and financial resources to effectively monitor school improvement efforts.		
The plan includes strategies to evaluate and, if necessary, replace technical assistance providers.		
The plan ensures that activities in each school's approved plan occur according to established timelines.		
Comments:		