

2013-14 District SAGE Allocation

LEA Number	District Name	Enrollment Count	LIS Count	Total Payment Amount	November Payment	February Payment	June Payment
0007	Abbotsford	220	164	332,469.68	110,823.23	110,823.23	110,823.22
0014	Adams-Friendship Area	447	327	662,912.10	220,970.70	220,970.70	220,970.70
0070	Algoma	170	77	156,098.57	52,032.86	52,032.86	52,032.85
0084	Alma	66	28	56,763.12	18,921.04	18,921.04	18,921.04
0091	Alma Center	182	111	225,025.21	75,008.40	75,008.40	75,008.41
0105	Almond-Bancroft	115	53	107,444.47	35,814.82	35,814.82	35,814.83
0112	Altoona	489	241	488,568.24	162,856.08	162,856.08	162,856.08
0119	Amery	430	212	429,777.87	143,259.29	143,259.29	143,259.29
0140	Antigo	417	304	616,285.25	205,428.42	205,428.42	205,428.41
0147	Appleton Area	1247	741	1,502,195.30	500,731.77	500,731.77	500,731.76
0154	Arcadia	368	245	496,677.26	165,559.09	165,559.09	165,559.08
0161	Argyle	75	35	70,953.89	23,651.30	23,651.30	23,651.29
0170	Ashland	660	455	922,400.62	307,466.87	307,466.87	307,466.88
0196	Athens	79	39	79,062.91	26,354.30	26,354.30	26,354.31
0203	Auburndale	248	106	214,888.94	71,629.65	71,629.65	71,629.64
0217	Augusta	185	111	225,025.21	75,008.40	75,008.40	75,008.41
0287	Barneveld	142	27	54,735.86	18,245.29	18,245.29	18,245.28
0308	Barron Area	327	219	443,968.65	147,989.55	147,989.55	147,989.55
0315	Bayfield	110	87	176,371.11	58,790.37	58,790.37	58,790.37
0336	Beaver Dam	557	350	709,538.94	236,512.98	236,512.98	236,512.98
0263	Beecher-Dunbar-Pembin	51	35	70,953.89	23,651.30	23,651.30	23,651.29
0364	Belmont Community	124	40	81,090.16	27,030.05	27,030.05	27,030.06
0413	Beloit	2102	1777	3,602,430.57	1,200,810.19	1,200,810.19	1,200,810.19
0427	Benton	62	23	46,626.84	15,542.28	15,542.28	15,542.28
0441	Birchwood	113	74	150,016.80	50,005.60	50,005.60	50,005.60
0240	Black Hawk	108	53	107,444.47	35,814.82	35,814.82	35,814.83
0476	Black River Falls	515	301	610,203.49	203,401.16	203,401.16	203,401.17
0485	Blair-Taylor	159	88	178,398.36	59,466.12	59,466.12	59,466.12
0497	Bloomer	353	152	308,142.63	102,714.21	102,714.21	102,714.21
0602	Bondue	182	81	164,207.58	54,735.86	54,735.86	54,735.86
0609	Boscobel Area	229	104	210,834.43	70,278.14	70,278.14	70,278.15
0623	Bowler	121	77	156,098.57	52,032.86	52,032.86	52,032.85
0637	Boyceville Community	210	119	241,243.24	80,414.41	80,414.41	80,414.42
0735	Bruce	126	92	186,507.38	62,169.13	62,169.13	62,169.12
0840	Butternut	52	39	79,062.91	26,354.30	26,354.30	26,354.31
0870	Cadott Community	257	121	245,297.75	81,765.92	81,765.92	81,765.91
0882	Cambria-Friesland	109	53	107,444.47	35,814.82	35,814.82	35,814.83
0903	Cameron	228	116	235,161.48	78,387.16	78,387.16	78,387.16
0980	Cashton	159	57	115,553.48	38,517.83	38,517.83	38,517.82
1071	Chequamegon	201	121	245,297.75	81,765.92	81,765.92	81,765.91
1080	Chetek-Weyerhaeuser	248	118	239,215.99	79,738.66	79,738.66	79,738.67
1120	Clayton	121	71	143,935.04	47,978.35	47,978.35	47,978.34
1127	Clear Lake	173	75	152,044.06	50,681.35	50,681.35	50,681.36
1141	Clintonville	332	211	427,750.62	142,583.54	142,583.54	142,583.54
1155	Cochrane-Fountain City	95	40	81,090.16	27,030.05	27,030.05	27,030.06
1162	Colby	261	156	316,251.64	105,417.21	105,417.21	105,417.22
1169	Coleman	196	73	147,989.55	49,329.85	49,329.85	49,329.85
1204	Cornell	115	78	158,125.82	52,708.61	52,708.61	52,708.60
1253	Cudahy	355	238	482,486.48	160,828.83	160,828.83	160,828.82

## 2013-14 District SAGE Allocation

LEA Number	District Name	Enrollment Count	HS Count	Total Payment Amount	November Payment	February Payment	June Payment
1260	Cumberland	257	139	281,788.32	93,929.44	93,929.44	93,929.44
2744	Dodgeland	208	95	192,589.14	64,196.38	64,196.38	64,196.38
1428	Dodgeville	327	132	267,597.54	89,199.18	89,199.18	89,199.18
1449	Dover #1	39	16	32,436.07	10,812.02	10,812.02	10,812.03
1491	Drummond Area	87	58	117,580.74	39,193.58	39,193.58	39,193.58
1499	Durand	252	111	225,025.21	75,008.40	75,008.40	75,008.41
1554	Eau Claire Area	1220	711	1,441,377.68	480,459.23	480,459.23	480,459.22
1561	Edgar	161	57	115,553.48	38,517.83	38,517.83	38,517.82
1582	Elcho	103	61	123,662.50	41,220.83	41,220.83	41,220.84
1600	Eleva-Strum	179	78	158,125.82	52,708.61	52,708.61	52,708.60
1659	Ellsworth Community	154	49	99,335.45	33,111.82	33,111.82	33,111.81
1666	Elmwood	96	44	89,199.18	29,733.06	29,733.06	29,733.06
1694	Evansville Community	488	138	279,761.07	93,253.69	93,253.69	93,253.69
1813	Fennimore Community	231	119	241,243.24	80,414.41	80,414.41	80,414.42
1855	Florence	103	64	129,744.26	43,248.09	43,248.09	43,248.08
1862	Fond du Lac	1102	733	1,485,977.27	495,325.76	495,325.76	495,325.75
1870	Fontana J8	117	49	99,335.45	33,111.82	33,111.82	33,111.81
1939	Frederic	127	86	174,343.85	58,114.62	58,114.62	58,114.61
2009	Galesville-Etrick-Trempealeau	318	114	231,106.97	77,035.66	77,035.66	77,035.65
2128	Gillett	135	67	135,826.03	45,275.34	45,275.34	45,275.35
2135	Gilman	92	69	139,880.53	46,626.84	46,626.84	46,626.85
2212	Goodman-Armstrong	27	13	26,354.30	8,784.77	8,784.77	8,784.76
2226	Granton Area	69	47	95,280.94	31,760.31	31,760.31	31,760.32
2233	Grantsburg	233	128	259,488.53	86,496.18	86,496.18	86,496.17
2289	Green Bay Area	2293	2100	4,257,233.65	1,419,077.88	1,419,077.88	1,419,077.89
2394	Greenwood	106	69	139,880.53	46,626.84	46,626.84	46,626.85
2415	Gresham	98	76	154,071.31	51,357.10	51,357.10	51,357.11
2443	Hartford J1	708	283	573,712.92	191,237.64	191,237.64	191,237.64
2478	Hayward Community	592	360	729,811.48	243,270.49	243,270.49	243,270.50
2541	Hillsboro	141	85	172,316.60	57,438.87	57,438.87	57,438.86
2618	Hurley	186	99	200,698.16	66,899.39	66,899.39	66,899.38
2632	Independence	88	50	101,362.71	33,787.57	33,787.57	33,787.57
2695	Janesville	396	347	703,457.18	234,485.73	234,485.73	234,485.72
5960	Kickapoo Area	140	83	168,262.09	56,087.36	56,087.36	56,087.37
2849	La Crosse	1943	996	2,019,145.10	673,048.37	673,048.37	673,048.36
2863	La Farge	72	46	93,253.69	31,084.56	31,084.56	31,084.57
1848	Lac du Flambeau #1	218	208	421,668.86	140,556.29	140,556.29	140,556.28
2856	Ladysmith-Hawkins	204	136	275,706.56	91,902.19	91,902.19	91,902.18
2885	Lake Geneva J1	833	489	991,327.26	330,442.42	330,442.42	330,442.42
2891	Lake Holcombe	81	53	107,444.47	35,814.82	35,814.82	35,814.83
2912	Lancaster Community	267	131	265,570.29	88,523.43	88,523.43	88,523.43
2940	Laona	51	21	42,572.34	14,190.78	14,190.78	14,190.78
3206	Loyal	142	84	170,289.35	56,763.12	56,763.12	56,763.11
3213	Luck	147	82	166,234.84	55,411.61	55,411.61	55,411.62
3269	Madison Metropolitan	5302	3423	6,939,290.84	2,313,096.95	2,313,096.95	2,313,096.94
3290	Manitowoc	566	391	792,656.36	264,218.79	264,218.79	264,218.78
3311	Marinette	613	372	754,138.53	251,379.51	251,379.51	251,379.51
3318	Marion	123	65	131,771.52	43,923.84	43,923.84	43,923.84
3332	Marshall	335	141	285,842.83	95,280.94	95,280.94	95,280.95

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3360	Mauston	393	254	514,922.55	171,640.85	171,640.85	171,640.85
3427	Mellen	85	49	99,335.45	33,111.82	33,111.82	33,111.81
3434	Menominee Indian	276	238	482,486.48	160,828.83	160,828.83	160,828.82
3484	Mercer	41	19	38,517.83	12,839.28	12,839.28	12,839.27
3500	Merrill Area	669	353	715,620.70	238,540.23	238,540.23	238,540.24
3549	Middleton-Cross Plains	285	125	253,406.76	84,468.92	84,468.92	84,468.92
3619	Milwaukee	13494	12844	26,038,051.87	8,679,350.62	8,679,350.62	8,679,350.63
3640	Minocqua J1	203	93	188,534.63	62,844.88	62,844.88	62,844.87
3668	Mondovi	270	110	222,997.95	74,332.65	74,332.65	74,332.65
3689	Montello	183	105	212,861.68	70,953.89	70,953.89	70,953.90
3871	Necedah Area	169	114	231,106.97	77,035.66	77,035.66	77,035.65
3899	Neillsville	262	130	263,543.04	87,847.68	87,847.68	87,847.68
3906	Nekoosa	307	164	332,469.68	110,823.23	110,823.23	110,823.22
3920	New Auburn	97	58	117,580.74	39,193.58	39,193.58	39,193.58
3941	New Holstein	257	75	152,044.06	50,681.35	50,681.35	50,681.36
3948	New Lisbon	203	139	281,788.32	93,929.44	93,929.44	93,929.44
2016	North Crawford	116	75	152,044.06	50,681.35	50,681.35	50,681.36
0616	North Lakeland	45	26	52,708.61	17,569.54	17,569.54	17,569.53
1526	Northland Pines	361	171	346,660.45	115,553.48	115,553.48	115,553.49
3654	Northwood	89	57	115,553.48	38,517.83	38,517.83	38,517.82
3990	Norwalk-Ontario-Wilton	205	141	285,842.83	95,280.94	95,280.94	95,280.95
4011	Norway J7	39	9	18,245.29	6,081.76	6,081.76	6,081.77
4067	Oconto	303	151	306,115.37	102,038.46	102,038.46	102,038.45
4074	Oconto Falls	506	213	431,805.13	143,935.04	143,935.04	143,935.05
4179	Oshkosh Area	670	438	887,937.30	295,979.10	295,979.10	295,979.10
4186	Osseo-Fairchild	250	103	208,807.17	69,602.39	69,602.39	69,602.39
4207	Owen-Withee	139	79	160,153.08	53,384.36	53,384.36	53,384.36
0490	Pecatonica Area	111	35	70,953.89	23,651.30	23,651.30	23,651.29
4270	Pepin Area	74	26	52,708.61	17,569.54	17,569.54	17,569.53
4305	Peshtigo	366	157	318,278.90	106,092.97	106,092.97	106,092.96
4330	Phelps	35	22	44,599.59	14,866.53	14,866.53	14,866.53
4347	Phillips	210	113	229,079.72	76,359.91	76,359.91	76,359.90
4368	Pittsville	157	48	97,308.20	32,436.07	32,436.07	32,436.06
4501	Portage Community	519	278	563,576.64	187,858.88	187,858.88	187,858.88
4529	Potosi	83	29	58,790.37	19,596.79	19,596.79	19,596.79
4543	Prairie du Chien Area	310	170	344,633.20	114,877.73	114,877.73	114,877.74
4557	Prairie Farm	124	54	109,471.72	36,490.57	36,490.57	36,490.58
4571	Prentice	96	46	93,253.69	31,084.56	31,084.56	31,084.57
4606	Princeton	102	46	93,253.69	31,084.56	31,084.56	31,084.57
4613	Pulaski Community	341	127	257,461.27	85,820.42	85,820.42	85,820.43
4620	Racine	966	858	1,739,384.03	579,794.68	579,794.68	579,794.67
4634	Randolph	156	79	160,153.08	53,384.36	53,384.36	53,384.36
4641	Random Lake	210	85	172,316.60	57,438.87	57,438.87	57,438.86
4753	Reedsburg	732	387	784,547.34	261,515.78	261,515.78	261,515.78
4781	Rhineland	588	340	689,266.40	229,755.47	229,755.47	229,755.46
4795	Rib Lake	144	74	150,016.80	50,005.60	50,005.60	50,005.60
4802	Rice Lake Area	619	321	650,748.57	216,916.19	216,916.19	216,916.19
4851	Richland	371	227	460,186.68	153,395.56	153,395.56	153,395.56
5523	River Valley	237	117	237,188.73	79,062.91	79,062.91	79,062.91

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3850	Riverdale	201	112	227,052.46	75,684.15	75,684.15	75,684.16
1673	Royall	190	116	235,161.48	78,387.16	78,387.16	78,387.16
5019	Saint Croix Falls	321	150	304,088.12	101,362.71	101,362.71	101,362.70
5124	Seneca	90	62	125,689.76	41,896.59	41,896.59	41,896.58
5264	Shawano	674	397	804,819.88	268,273.29	268,273.29	268,273.30
5271	Sheboygan Area	1057	868	1,759,656.57	586,552.19	586,552.19	586,552.19
5278	Sheboygan Falls	491	203	411,532.59	137,177.53	137,177.53	137,177.53
5306	Shell Lake	194	126	255,434.02	85,144.67	85,144.67	85,144.68
5362	Shullsburg	109	69	139,880.53	46,626.84	46,626.84	46,626.85
5376	Siren	133	97	196,643.65	65,547.88	65,547.88	65,547.89
5397	Solon Springs	72	38	77,035.66	25,678.55	25,678.55	25,678.56
5439	South Milwaukee	195	138	279,761.07	93,253.69	93,253.69	93,253.69
4522	South Shore	37	24	48,654.10	16,218.03	16,218.03	16,218.04
5457	Southern Door County	314	121	245,297.75	81,765.92	81,765.92	81,765.91
2485	Southwestern Wisconsin	146	70	141,907.79	47,302.60	47,302.60	47,302.59
5460	Sparta Area	737	454	920,373.37	306,791.12	306,791.12	306,791.13
5474	Spooner Area	380	229	464,241.19	154,747.06	154,747.06	154,747.07
5586	Spring Valley	201	68	137,853.28	45,951.09	45,951.09	45,951.10
5593	Stanley-Boyd Area	303	169	342,605.95	114,201.98	114,201.98	114,201.99
5614	Stockbridge	53	12	24,327.05	8,109.02	8,109.02	8,109.01
5628	Stratford	243	65	131,771.52	43,923.84	43,923.84	43,923.84
5642	Sturgeon Bay	332	174	352,742.22	117,580.74	117,580.74	117,580.74
5656	Sun Prairie Area	603	287	581,821.93	193,940.64	193,940.64	193,940.65
5663	Superior	1224	694	1,406,914.36	468,971.45	468,971.45	468,971.46
5670	Suring	111	71	143,935.04	47,978.35	47,978.35	47,978.34
5726	Thorp	167	90	182,452.87	60,817.62	60,817.62	60,817.63
5740	Tigerton	64	46	93,253.69	31,084.56	31,084.56	31,084.57
5754	Tomahawk	296	127	257,461.27	85,820.42	85,820.42	85,820.43
5780	Trevor-Wilmot Consolidated	209	74	150,016.80	50,005.60	50,005.60	50,005.60
4375	Tri-County Area	192	126	255,434.02	85,144.67	85,144.67	85,144.68
5810	Turtle Lake	123	63	127,717.01	42,572.34	42,572.34	42,572.33
5824	Two Rivers	185	124	251,379.51	83,793.17	83,793.17	83,793.17
0238	Unity	289	160	324,360.66	108,120.22	108,120.22	108,120.22
5901	Verona Area	1166	458	928,482.39	309,494.13	309,494.13	309,494.13
5985	Viroqua Area	269	122	247,325.00	82,441.67	82,441.67	82,441.66
5992	Wabeno	119	65	131,771.52	43,923.84	43,923.84	43,923.84
6027	Washburn	136	64	129,744.26	43,248.09	43,248.09	43,248.08
6125	Watertown	203	153	310,169.88	103,389.96	103,389.96	103,389.96
6174	Waukesha	215	153	310,169.88	103,389.96	103,389.96	103,389.96
6195	Waupaca	598	264	535,195.09	178,398.36	178,398.36	178,398.37
6223	Wausau	1206	869	1,761,683.83	587,227.94	587,227.94	587,227.95
6230	Wausaukee	130	84	170,289.35	56,763.12	56,763.12	56,763.11
6237	Wautoma Area	404	268	543,304.10	181,101.37	181,101.37	181,101.36
6251	Wauzeka-Steuben	83	51	103,389.96	34,463.32	34,463.32	34,463.32
6293	Webster	229	178	360,851.23	120,283.74	120,283.74	120,283.75
6300	West Allis	2692	1614	3,271,988.15	1,090,662.72	1,090,662.72	1,090,662.71
6335	Westfield	315	179	362,878.49	120,959.50	120,959.50	120,959.49
6354	Weston	44	22	44,599.59	14,866.53	14,866.53	14,866.53
6384	Weyauwega-Fremont	201	77	156,098.57	52,032.86	52,032.86	52,032.85

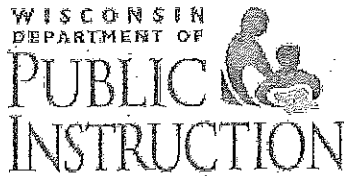
**2013-14 District SAGE Allocation**

LEA Number	District Name	Enrollment Count	LIS Count	Total Payment Amount	November Payment	February Payment	June Payment
6440	White Lake	43	37	75,008.40	25,002.80	25,002.80	25,002.80
6426	Whitehall	204	101	204,752.67	68,250.89	68,250.89	68,250.89
6461	Whitewater	209	99	200,698.16	66,899.39	66,899.39	66,899.38
6475	Wild Rose	153	78	158,125.82	52,708.61	52,708.61	52,708.60
6615	Winter	79	54	109,471.72	36,490.57	36,490.57	36,490.58
6678	Wisconsin Dells	582	343	695,348.16	231,782.72	231,782.72	231,782.72
6685	Wisconsin Rapids	1368	772	1,565,040.18	521,680.06	521,680.06	521,680.06
6713	Wonewoc-Union Center	93	62	125,689.76	41,896.59	41,896.59	41,896.58
6720	Woodruff J1	195	89	180,425.62	60,141.87	60,141.87	60,141.88
<b>Grand Total:</b>		<b>83,001</b>	<b>53,735</b>	<b>108,934,500.00</b>	<b>36,311,500.01</b>	<b>36,311,500.01</b>	<b>36,311,499.98</b>

Approximate Per Pupil SAGE Aid Amount: \$2,027.25



## SAGE Entitlement



User Name:

School:

District:

Role:

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## End-of-Year Report

The End-of-Year Report is currently open.

### Instructions

Allow approximately 30 minutes to complete the report.

Before beginning the report, please gather information related to plans for participation in SAGE next year so you will be able to complete the report in one session.

Respond to all questions in the report, then submit your report. Most questions in this report require a response. If no response is recorded, the system will prompt you to answer the required question(s) before you will be allowed to continue.

### Save Button

If you need to leave the report for any reason, click the "SAVE" button to return at a later time. A link to the report automatically generates, enabling you to return to the report and the information that you entered. The link allows you to make any future edits and avoid multiple submissions of the same report. Save the link by copying and pasting it into a Word document, bookmarking it in your Internet browser, or writing the URL down for future use.

### Printing and Submitting Responses

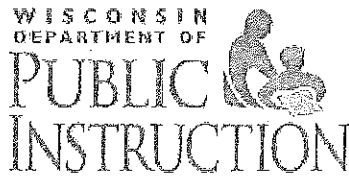
The final page of the report includes a summary of your responses. To print the summary, click on "View Report Summary", press Ctrl-P or right-click on the page and select Print.

At the bottom of the summary page, you *must* click the "SUBMIT REPORT" button for your report to be officially submitted. Once your report has been submitted, DPI has received your data electronically. It is not necessary to e-mail or mail additional copies to SAGE program staff.

#### For Further Information Contact

Michael Dennison  
(608) 266-2489  
michael.dennison@dpi.wi.gov

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## End-of-Year Report - Contact Information

### General Information:

District Code:   
District Name:   
School Code:   
School Name:

### Contact Person:

First Name:   
Last Name:   
Position Title:   
Phone Number (Area Code/No):   
Phone Extension:   
Email:



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## End-of-Year Report - Planning for Next Year

Based on your current planning for the 2014-15 school year, select the appropriate responses from the following options.

Will this school continue to participate in the SAGE program next year?

- Yes  
 No

Will your school operate any *multi-age classrooms* next year?

- Yes, we will continue with and/or add to our current multi-age classrooms.  
 Yes, we will have new multi-age classrooms for the first time at our school.  
 No, we will not have any multi-age classrooms.

Will your school operate any *team-teaching classrooms* next year?

- Yes, we will continue with and/or add to our current team-teaching classrooms.  
 Yes, we will have new team-teaching classrooms for the first time at our school.  
 No, we will not have any team-teaching classrooms.

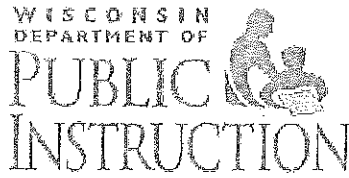
The SAGE program requires schools to reduce class sizes to 18:1 or 30:2 in grades K-1. Districts/schools have the option of adhering to class sizes of 18:1 or 30:2 in grades 2 and/or grade 3. If schools elect to not adhere to the class sizes of 18:1 or 30:2 in **all** classrooms in grades 2 and/or grade 3, they will **not** receive aid for those students in that grade level.

Directions: Based on your current planning for the 2014-15 school year, please select the appropriate responses from the following options. NOTE: Districts and schools will not be required to maintain these projections for the 2014-15 school year.

This school plans to implement SAGE in grades:  
(check all grades that apply)

- Kindergarten  
 1st Grade  
 2nd Grade  
 3rd Grade

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## End-of-Year Report - Teacher Perceptions of SAGE

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How satisfied are you with SAGE in your school?

- Extremely satisfied
  - Mostly satisfied
  - Satisfied
  - Somewhat satisfied
  - Not satisfied
  - I don't know
- 

Overall, how satisfied do you think your teachers are with SAGE in your school?

- Extremely satisfied
  - Mostly satisfied
  - Satisfied
  - Somewhat satisfied
  - Not satisfied
  - I don't know
- 

Do you mention the SAGE program to teachers in your recruitment process?

- Yes
  - No
  - I don't know / Not applicable
- 

How much do you think that the SAGE program has affected your ability to recruit effective teachers to your school?

- To a great extent
  - To a moderate extent
  - To some extent
  - To a small extent
  - Not at all
  - I don't know
- 

Do you think that the SAGE program has affected your ability to retain effective teachers in your school?

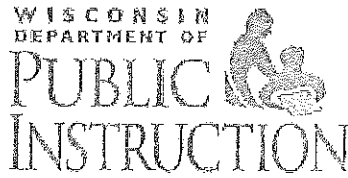
- To a great extent

- To a moderate extent
- To some extent
- To a small extent
- Not at all
- I don't know

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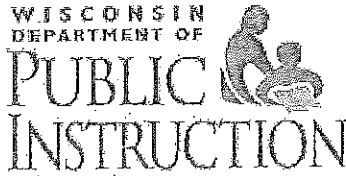
## End-of-Year Report - Non-Achievement Outcomes

Which of the following benefits does the SAGE program provide for your school?

*A yes/no answer must be provided for each item.*

- Yes  No  Reduction in student behavioral problems
- Yes  No  Less time lost to classroom management
- Yes  No  Better relationships between teachers and students
- Yes  No  More time for individual interactions
- Yes  No  Students engage with student-specific interventions
- Yes  No  Better student attitudes toward school
- Yes  No  More participation from students in class.
- Yes  No  Better teacher morale
- Yes  No  More parent volunteers in classrooms
- Yes  No  More positive interaction between teachers and parents
- Yes  No  Increased student achievement
- Yes  No  Other *(please specify)*: \_\_\_\_\_

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## End-of-Year Report - Classroom Designs and Instructional Strategies

Because of the SAGE program in your school, what instructional strategies are SAGE classroom teachers using with students? Please exclude instructional strategies that teachers would use regardless of their class sizes.

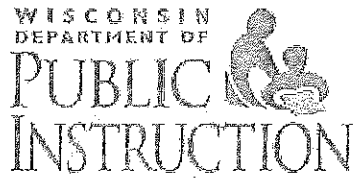
*(Please select all that apply.)*

- We don't use any specific instructional strategies because of smaller class sizes
- Small-group instruction
- One-on-one time with teachers
- Differentiation of instruction
- Clustering
- Parent interactions with students in the classroom
- Instructional resource support
- Tutoring
- Student-specific content
- Scaffolding
- Strategic placement of students in groups
- Strategic placement of students in classrooms
- Other *(please specify)*:

Because of the SAGE program in your school, what classroom designs are SAGE classroom teachers using with students? Please exclude instructional strategies that teachers would use regardless of their class sizes.

*(Please select all that apply.)*

- We don't use any specific classroom designs because of smaller class sizes
- Small groups across classrooms
- Multi-grade classrooms
- Team teaching
- Other *(please specify)*:



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## End-of-Year Report - Benchmark Assessments

Do students take the Measures of Academic Progress (MAP) assessment for benchmarking purposes in the following grades:

*A yes/no answer must be provided for each item.*

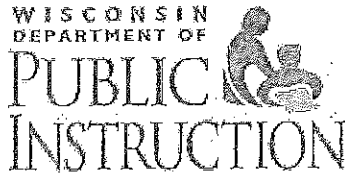
Yes  No  Kindergarten

Yes  No  1st Grade

Yes  No  2nd Grade

Yes  No  3rd Grade

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### End-of-Year Report - Funding/Resources

What does the SAGE funding contribute to in your school?

*(Please select all that apply.)*

- Teacher salaries and benefits for SAGE classrooms
- Afterschool and evening programming
- Before-school programming
- Summer programming
- Student materials
- Teacher materials
- Other *(please specify)*:

How much of the SAGE program expenses in your school did the state funding provided for the SAGE program cover in the 2013-14 school year?

- 76-100%
- 51-75%
- 26-50%
- 0-25%

How much of the SAGE classroom teacher salaries and benefits in your school did the state funding for the SAGE program cover in the 2013-14 school year?

- 76-100%
- 51-75%
- 26-50%
- 0-25%

Does your school have enough classrooms to allow you to maintain the SAGE class size requirements?

- Yes
- No
- I don't know / Not applicable

If not, does the limited number of classrooms in your school restrict your decisions for student learning activities?

- Yes
- No
- I don't know / Not applicable

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## End-of-Year Report - Financial Reporting

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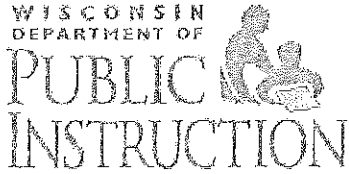
The following section of the SAGE End-of-Year report is what in previous years was required separately as the SAGE Financial Report, typically completed by a district's business manager. The questions in this section request specific dollar amounts your district spent on instruction and support services using both SAGE aid and local funds.

**Please contact your district business office, if necessary, to obtain the required information for this financial reporting.**

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End-of-Year Report - State Aid

In the table below indicate the amount of 2013-14 SAGE aid and 2012-13 Carryover for Thorp EI that was spent or encumbered in each account category. Note that all dollar amounts will automatically be rounded to the nearest whole number.

To access 2013-14 SAGE aid and 2012-13 carryover amounts go to [http://sage.dpi.wi.gov/sage\\_forms](http://sage.dpi.wi.gov/sage_forms). Any carryover to 2014-15 will be automatically calculated.

Fund	WUFAR Function	WUFAR Object	Amount of State Aid
10R	000 000	650 SAGE Aid 2013-14	0
		Carryover from 2012-13 <input type="button" value="Help"/>	0
		Total SAGE Aid for 2013-14:	0

Instruction:

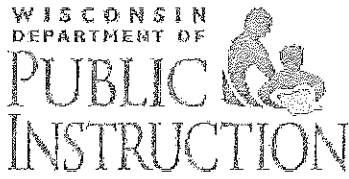
10E	(100 000 Series)	100 Salaries	0
		200 Employee Benefits	0
		300 Purchased Services	0
		400 Non-Capital Objects	0
		500 Capital Objects	0
		600 Other Expenditures	0
		Total Instruction:	0

Support Services:

10E	(200 000 Series)	100 Salaries	0
		200 Employee Benefits	0
		300 Purchased Services	0
		400 Non-Capital Objects	0
		500 Capital Objects	0

SAGE Entitlement

600 Capital Expenditures	U
600 Other Expenditures	0
Total Support Services:	0
<hr/>	
Total State Aid Expenditures:	0
SAGE Aid Carrying Over to 2014-15:	0



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 Role:

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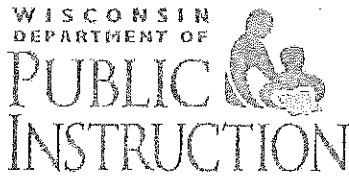
### End-of-Year Report - District Match

In the lines below, enter the additional amount of local or federal funds, if any, the district had to allocate in order to fully comply with the SAGE requirements. Note that all dollar amounts will automatically be rounded to the nearest whole number.

Fund	WUFAR Function	WUFAR Object	Amount of State Aid
Instruction:			
10E	(100 000 Series)	100 Salaries	<input type="text" value="0"/>
		200 Employee Benefits	<input type="text" value="0"/>
		300 Purchased Services	<input type="text" value="0"/>
		400 Non-Capital Objects	<input type="text" value="0"/>
		500 Capital Objects	<input type="text" value="0"/>
		600 Other Expenditures	<input type="text" value="0"/>
		Total Instruction:	<input type="text" value="0"/>
Support Services:			
10E	(200 000 Series)	100 Salaries	<input type="text" value="0"/>
		200 Employee Benefits	<input type="text" value="0"/>
		300 Purchased Services	<input type="text" value="0"/>
		400 Non-Capital Objects	<input type="text" value="0"/>
		500 Capital Objects	<input type="text" value="0"/>
		600 Other Expenditures	<input type="text" value="0"/>
		Total Support Services:	<input type="text" value="0"/>
		Total District Expenditures:	<input type="text" value="0"/>

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## End-of-Year Report - Financial Detail

### Capital Objects

If any SAGE aid was spent on capital objects describe the item or items purchased, the cost, and how the item or items were used to satisfy the terms of the SAGE contract (as required in s. 118.43(6)(d)).

### Carryover

If any SAGE aid paid to this school was carried into the 2013-14 fiscal year indicate the purpose for which it will be spent, and the estimated date by which it will be spent.

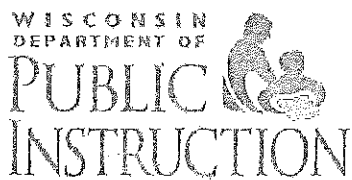
### Administrative Costs

If any SAGE aid paid to this school was spent on the salaries of administrators or other support staff persons (account 200 000 / 100) list the individuals, their titles or

job classifications, locations (the address or building where the person works most of the time if other than this school), the total amount of SAGE aid spent on each salary, and the percent of each individual's total salary made up by SAGE aid.

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## End-of-Year Report - Program Feedback

Provide brief feedback about DPI services related to the SAGE Program.

Have phone calls or e-mails to DPI been answered promptly?

- Yes
- No
- I don't know / Not applicable

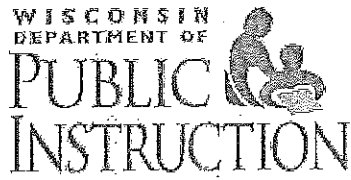
Have you found DPI's [SAGE website](#) useful?

- Yes
- No
- I don't know / Not applicable

Use the space provided below for any general comments or suggestions for improvement:



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## End-of-Year Report - Submit

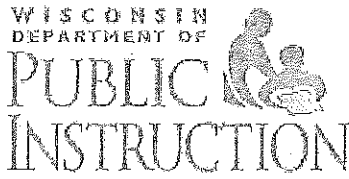
Checking the box accompanying this statement indicates the district administrator certifies the information included in this report is true and accurate to the best of his/her knowledge.

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### End-of-Year Report - Submit

The End-of-Year report was submitted on Monday, May 5, 2014 for School Name.

Checking the box accompanying this statement indicates the district administrator certifies the information included in this report is true and accurate to the best of his/her knowledge.

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Wisconsin Department of Public Instruction  
**STUDENT ACHIEVEMENT GUARANTEE IN EDUCATION (SAGE)**  
**FIVE-YEAR ACHIEVEMENT GUARANTEE CONTRACT**  
**APPLICATION FOR RENEWAL—2013-14 TO 2017-18**  
 PI-SAGE-6 (New. 05-13)

Collection of this information is a partial requirement of s.118.43, Wis. Stats. All questions should be directed to Chelssee De Barra at (608) 266-2489, or Beth McClure at (608) 261-6324.

**INSTRUCTIONS:** Retain one copy for your files. Complete and submit one copy with original signatures by **JUNE 28, 2013**, to:

**SAM AQUINO DROHIN**  
 WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
 SAGE PROGRAM  
 P.O. BOX 7841  
 MADISON, WI 53707-7841

I. APPLICANT INFORMATION	
District Name	LEA Code
School Name	School Code
School Address <i>Street, City, State, Zip</i>	Telephone Area/No.
Name of Designated SAGE Contact Person	Telephone Area/No. <i>If other than above.</i>

II. CONTRACT REQUIREMENTS
---------------------------

1. **Education and Community Services**—The statutes (s.118.43(3)(b)) require the board for each participating school to keep the school open every day from early in the morning until late in the day as specified in the contract and to collaborate with community organizations to make educational and recreational opportunities, as well as a variety of community and social services, available in the school to all school district residents. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

In the space below, please provide a brief description of how you will collaborate with community organizations to make educational and recreational opportunities, as well as a variety of community and social services, available in the school to all school district residents.

2. **Curriculum**—The statutes (s.118.43(3)(c)) require the board of each participating school to provide a rigorous academic curriculum designed to improve pupil achievement, review the curriculum to determine how well it promotes achievement, and, if necessary, outline changes needed to improve achievement. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

a) Describe any review of the school's curriculum for grades K-3 to determine how well it promotes pupil academic achievement, and if applicable, describe any changes that were made and designed to improve student achievement.

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**II. CONTRACT REQUIREMENTS**

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- b) If no reviews of the school's curriculum have been done recently, describe the district's plans to conduct reviews of the K-3 curriculum in the next five years.

---

**3. Staff Development and Accountability—**

- 3.1 **Transition Program for New Employees—**The statutes (s.118.43(3)(d)1) require the board of each participating school to develop a one-year program for all newly-hired employees that helps them make the transition from their previous employment or school to their current employment. Department of Public Instruction (DPI) guidelines direct that this program must be provided to all new employees in the participating school, including administrative and support staff in addition to teachers, and applies to persons transferring into the school as well as persons entering their first job. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

Describe the transition (or induction, mentoring, coaching, or orientation) program provided by the district for *teachers or other licensed professional staff members* new to this school. If there is no such program, describe the district's plans to implement such a program next year.

- 3.2 **Planning Time—**The statutes (s.118.43(3)(d)2) require the board of each participating school to provide time for employees to collaborate and plan. DPI guidelines direct that such time must be provided to all staff in the school. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

How much planning and collaboration time will be provided by the district for employees in this school during the 2013-14 school year?

- 3.3 **Professional Development Plans—**The statutes (s.118.43(3)(d)3) require the school board of each participating school to require that each teacher and administrator submit to the board a professional development plan that focuses on how the individual will help improve pupil academic achievement. It also requires that each plan include a method by which the individual will receive evaluations, from a variety of sources, on the success of his or her efforts. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

- a) Describe the process by which each teacher and administrator in this school submits a professional development plan to the school board to ensure a focus on how the individual will help improve pupil achievement.
-

II. CONTRACT REQUIREMENTS

b) Describe how the plan will ensure that the individual will receive evaluations on the success of his or her efforts from a variety of sources.

3.4 Staff Development Review—The statutes (s.118.43(3)(d)4) require the board of each participating school to regularly review staff development plans to determine if they are effective in helping to improve pupil academic achievement. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

Describe the process the district uses to regularly review staff development plans to determine if they are effective in helping to improve student achievement. If no process is currently in place, describe the district's plans to put such a process in place in the next five years.

3.5 Evaluation Process—The statutes (s.118.43(3)(d)5) require the board of each participating school to establish an evaluation process for professional staff members that identifies individual strengths and weaknesses, clearly describes areas in need of improvement, includes a support plan that provides opportunities to learn and improve, documents performance in accordance with the plan, allows professional staff members to comment on and contribute to revisions of the evaluation process, and provides for the dismissal of professional staff members whose failure to learn and improve has been documented over a two-year period. DPI guidelines define professional staff members to include administrators, counselors, teachers, and other DPI-licensed staff who directly serve and regularly interact with children in the SAGE program, who are directly responsible for carrying out the requirements in s.118.43(3), or who are responsible for achieving the performance objectives developed under s.118.43(4)(c). DPI guidelines also define dismissal to mean transfer to another school in the district, to grades other than those covered by the SAGE program, or to non-instructional duties.

a) Does the evaluation process currently used in this school for school administrators and teachers do the following:

Identify individual strengths and weaknesses?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Clearly describe areas in need of improvement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Include a support plan that provides opportunities to learn and improve?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Document performance in accordance with the plan?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Allow staff members to comment on and contribute to revisions of the evaluation process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Provide for dismissal/transfer of staff members whose failure to learn and improve has been documented over a two-year period?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

b) If the answer to any of the questions above was "no," describe the district's plan to modify the evaluation process in the next five years.

III. OTHER CONTRACT PROVISIONS
--------------------------------

1. **Measures of Achievement**—The statutes (s.118.43(4)(b)) require each SAGE contract to include a description of the method that the school district will use to evaluate the academic achievement of the pupils enrolled in the school.

Describe the method the school district will use to evaluate the academic achievement of the pupils enrolled in the school.

- 
2. **Performance Objectives**—The statutes (s.118.43(4)(c)) require that each achievement guarantee contract include a description of the school's performance objectives for the academic achievement of its pupils and the means to be used to evaluate success in attaining the objectives.

Provide the school's performance objectives related to academic achievement and the means used to evaluate the success of these goals, including improvement on scores on the Wisconsin Knowledge and Concepts Exam (WKCE).

- 
3. **District Educational Goals**—The statutes (s.118.43(4)(c)2)) require that each school's performance objectives shall include the attainment of any educational goals adopted by the school board.

List any district educational goals applicable to this school.

- 
4. **Professional Development**—The statutes (s.118.43(4)(c)3) require that each school's performance objectives shall include professional development with the objective of improving pupil academic achievement.

List the professional development, educational, and training opportunities focused on improving pupil academic achievement that will be provided by the district to the staff in 2013-14 and any subsequent years.

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**III. OTHER CONTRACT PROVISIONS**

5. **Community Involvement in Decision-Making**—The statutes (s.118.43(4)(c)4) require that each school's performance objectives shall include the methods by which the school involves pupils, parents or guardians of pupils, and other school district residents in decisions affecting the school.

Describe the methods that will be used by the school to involve students, families, and other district residents in decisions affecting the school, for the 2013-14 school year and any subsequent years.

**IV. SIGNATURES**

We have been informed of the district's intent to renew the SAGE contract for this school and have been involved in planning for the renewal.

Signature of School Principal ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Kindergarten Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of First Grade Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Second Grade Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Third Grade Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>

**V. STIPULATIONS—SCHOOL BOARD**

**Program Requirements**

**Class Sizes.** The school board agrees to maintain class sizes of 18:1 or 30:2 in kindergarten through grade 1 as required in the law during the five-year period covered by this contract renewal. The school also has the option of maintaining class sizes of 18:1 or 30:2 in grades 2-3.

**Education and Human Services.** The school board agrees to maintain access to the school and collaboration with community organizations as required in the law during the five-year period covered by this contract renewal.

**Curriculum.** The school board agrees to maintain a curriculum as required in the law during the five-year period covered by this contract renewal.

**Staff Development and Accountability.** The school board agrees to maintain the requirements of the law regarding staff development and accountability for the five-year period covered by this contract renewal.

**Contract Termination/Contract Transfer.** The school board agrees to provide at least 60 days written notice of its intent to withdraw from the contract or transfer of a contract during the school year and agrees to provide written notice no later than June 30 of its intent to end its participation after that school year.

**Performance Objectives.** The school board agrees to develop and monitor academic performance objectives. Performance objectives will be maintained and updated at the school level.

**Staff Information.** The school board stipulates that staff members in this school that will be teaching in the grades covered by the SAGE program or that will be responsible for implementing the program have been fully informed about the program requirements, have had the opportunity to participate in the development of the academic achievement goals and performance objectives related to this contract, have had the opportunity to comment on and contribute to revisions in the staff evaluation process, and have agreed to the conditions in s. 118.43(3)(d).

**Use of Aid.** The school board agrees to use the aid provided for this program to satisfy the terms of the contract and agrees to provide budget, financial, and program reports requested by the department. The cost of maintaining the terms of the contract including the 18:1 or 30:2 class size requirement may require allocation of additional local and/or federal funds. Schools reporting pupil/teacher ratios at or higher than 19:1 or 31:2 on the PI-SAGE-ENT form on the third Friday count in September will not receive SAGE aid for the school year in which these numbers are reported and are at risk of having their SAGE contract terminated.

V. STIPULATIONS—SCHOOL BOARD

**Evaluation/Reporting**

**Comparison Groups.** The school board agrees to allow DPI-authorized evaluators of the SAGE program access to any school or schools in the district that have been identified as appropriate comparison sites for the purpose of gathering program and achievement data.

**Program Evaluation.** The school board agrees to provide to DPI-authorized evaluators access to staff and students in the school; that school and district staff members will collect, maintain, and report data necessary for such evaluation; and that the school will share information about its programs and achievements with other schools, researchers, and members of the public. For purposes of the SAGE evaluation, research staff may visit and observe classrooms; interview students, school staff members, and community members; and review records and documentation maintained by participating schools that demonstrate student achievement or compliance with the program requirements.

**Reporting.** The school board agrees to collect, maintain, and report data and information requested by the department, including student demographic and family income data and academic achievement information to document pupil achievement and the attainment of performance objectives, to provide information necessary for the calculation of aid, and for the purposes of the required program evaluation.

**Test Administration.** The school board agrees to implement any pupil assessments required as part of the SAGE program evaluation.

**Monitoring.** The department will monitor school board compliance with the terms of the contract by collecting annual reports and conducting on-site visits.

**NWEA Assessment Data (MAP)**

The school board agrees that data from NWEA MAP tests are required for the evaluation of the SAGE program. These data can most efficiently be transferred directly from NWEA to DPI in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and its implementing regulations at 34 CFR Part 99. Accordingly, the school board hereby grants permission to NWEA to provide DPI direct access to student test scores and student-, school-, and district-level information resulting from assessments administered beginning on September 1, 2013. ("Data Set"). DPI shall use the data set only for purposes of the SAGE evaluation. This evaluation will include comparisons of student growth in mathematics and reading in SAGE and non-SAGE schools within districts. This agreement shall be in effect from September 1, 2013, until the earlier of: i) August 31, 2018; or ii) the date either party sends written notice of termination of this agreement to the other (with a copy to NWEA).

In compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, the school board agrees to grant DPI permission to utilize personally identifiable educational records that NWEA will provide pursuant to the exception in 20 U.S.C. Section 1232g(b)(1)(F).

DPI shall use all appropriate administrative, physical, and technical safeguards to prevent the use or disclosure of the district's data set except as provided for by this agreement.

DPI shall require any agent, including a subcontractor, to whom it provides the district's data, to agree to the same conditions and restrictions as set forth herein.

Student data shall be kept in a secure electronic format until no longer needed for purposes of the evaluation or for a period not to exceed five years after the termination of the SAGE program, whichever occurs first, at which time DPI and its contracted SAGE evaluator will permanently delete personally identifiable student information from the data set.

The school board understands that it retains the right to all data resulting from these assessments and that this agreement does not in any way waive their rights to the data. By signing below, we acknowledge that we have the necessary authority to enter into this agreement and that our school(s) will record this redisclosure and include it in their annual notification to parents.

VI. STIPULATIONS—DEPARTMENT OF PUBLIC INSTRUCTION

**Consultation.** The department agrees to provide the assistance requested by the school board related to the review of the school's current curriculum as required under s. 118.43(3)(c).

**Contract Termination.** The department agrees to provide written notice to the school board of its intent to terminate the contract at the end of that school year if a determination has been made that the board has violated the terms of the contract.

**Data Confidentiality.** The department agrees that any student-level or other individually identifiable data collected for the purposes of the program will be maintained in accordance with the confidentiality provisions in state and federal law.

VII. SIGNATURES—DISTRICT

I HEREBY APPLY for renewal of the Student Achievement Guarantee contract for the identified school and agree to all requirements and stipulations.

Signature of School Board Representative ➤	Date Signed Mo./Day/Yr.
Signature of District Administrator ➤	Date Signed Mo./Day/Yr.

FOR DPI USE

RENEWAL APPROVED AND AGREED to by the Department of Public Instruction.

Signature of State Superintendent/Designee ➤	Date Signed Mo./Day/Yr.
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Wisconsin Department of Public Instruction  
**STUDENT ACHIEVEMENT GUARANTEE IN EDUCATION (SAGE)**  
**FIVE-YEAR ACHIEVEMENT GUARANTEE CONTRACT**  
**APPLICATION FOR RENEWAL—2013-14 TO 2017-18**  
 PI-SAGE-6 (New. 05-13)

**INSTRUCTIONS:** Retain one copy for your files. Complete and submit one copy with original signatures by **JUNE 28, 2013**, to:

**SAM AQUINO DROHIN**  
 WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
 SAGE PROGRAM  
 P.O. BOX 7841  
 MADISON, WI 53707-7841

Collection of this information is a partial requirement of s.118.43, Wis. Stats. All questions should be directed to Chelssee De Barra at (608) 266-2489 or Beth McClure at (608) 261-6324.

I. APPLICANT INFORMATION	
District Name  Eau Claire Area School District (ECASD)	LEA Code  1554
School Name  Longfellow Elementary School	School Code  0240
School Address Street, City, State, Zip  500 Balcom Street Eau Claire, WI 54703	Telephone Area/No.  (715) 852-3810
Name of Designated SAGE Contact Person  Kris Dimock	Telephone Area/No. If other than above.  (715) 852-3031

**II. CONTRACT REQUIREMENTS**

- 1. Education and Community Services**—The statutes (s.118.43(3)(b)) require the board for each participating school to keep the school open every day from early in the morning until late in the day as specified in the contract and to collaborate with community organizations to make educational and recreational opportunities, as well as a variety of community and social services, available in the school to all school district residents. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

In the space below, please provide a brief description of how you will collaborate with community organizations to make educational and recreational opportunities, as well as a variety of community and social services, available in the school to all school district residents.

In addition to the typical building use by community groups that any school in our district has, we at Longfellow have many symbiotic partnerships to provide extra opportunities and services to our students and families. We have a 21<sup>st</sup> Century Community Learning Center Program that offers activities before and after school and includes partnerships with organizations like UWEC, Literacy Volunteers of the Chippewa Valley, and UW-Extension. This application doesn't allow much space to list or describe our partnerships, so I'll describe one example to illustrate. Staff from UW-Extension come in during the school day and do nutrition lessons with our students; they also offer Kids in the Kitchen for our CLC students after school. That program weaves health and nutrition, real-world math applications, and life skills in a highly successful enrichment program for our students. In addition, we look for creative ways to bring services to our families and help connect them with our community partners and resources. We partner with Feed My People Food Bank and Community Table to provide our students and families additional ways to access food. We also are involved in a district pilot called School-Based Mental Health, which brings mental health counseling into our school during the day for children who meet the criteria of the program. Great partnerships like these allow us to better meet our students' basic needs, which lets us more effectively meet their educational needs.

- 2. Curriculum**—The statutes (s.118.43(3)(c)) require the board of each participating school to provide a rigorous academic curriculum designed to improve pupil achievement, review the curriculum to determine how well it promotes achievement, and, if necessary, outline changes needed to improve achievement. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

- a)** Describe any review of the school's curriculum for grades K-3 to determine how well it promotes pupil academic achievement, and if applicable, describe any changes that were made and designed to improve student achievement.

In the Eau Claire Area School District, the curriculum and instruction framework has been created by Teaching and Learning (T&L) staff. Individual schools do not make those decisions. The ECASD has systems in place to ensure regular core program reviews (ELA in 2010-11, Math in 2012-13) in all core curricular areas, which includes analyzing our student achievement data, studying best practices and current research in that area, and searching for better instructional materials. T&L staff work diligently to establish parameters and work toward appropriate levels of consistency in instruction across the district. Professional Development has been provided to all teachers on the Common Core State Standards for English Language Arts and Math. Instructional expectations have been articulated defining the fidelity of instruction including identification of required instructional minutes for core academic areas, pacing guides, nonnegotiables and assessment frameworks. The regular core program reviews ensure continual focus on higher student achievement.

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 II. CONTRACT REQUIREMENTS
 

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- b) If no reviews of the school's curriculum have been done recently, describe the district's plans to conduct reviews of the K-3 curriculum in the next five years.

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 3. Staff Development and Accountability—

- 3.1 **Transition Program for New Employees**—The statutes (s.118.43(3)(d)1) require the board of each participating school to develop a one-year program for all newly-hired employees that helps them make the transition from their previous employment or school to their current employment. Department of Public Instruction (DPI) guidelines direct that this program must be provided to all new employees in the participating school, including administrative and support staff in addition to teachers, and applies to persons transferring into the school as well as persons entering their first job. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

Describe the transition (or induction, mentoring, coaching, or orientation) program provided by the district for *teachers or other licensed professional staff members* new to this school. If there is no such program, describe the district's plans to implement such a program next year.

Newly hired employees receive support as they transition into employment within the Eau Claire Area School District through New Teacher Orientation, the ECASD Mentor program, and peer coaching. The New Teacher Orientation program is a 3 day workshop that includes a district welcome, information and completion of forms with the Business Office, district safety trainings and curriculum overviews. These new staff members also participate in specific training and support from the district assigned mentor and literacy coaches in each building. New administrators receive similar support as needed through district leaders and peer mentors.

- 3.2 **Planning Time**—The statutes (s.118.43(3)(d)2) require the board of each participating school to provide time for employees to collaborate and plan. DPI guidelines direct that such time must be provided to all staff in the school. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

How much planning and collaboration time will be provided by the district for employees in this school during the 2013-14 school year?

All teachers in our district have the required amounts of prep time (per past contracts and current Handbook language.) All elementary teachers have the first 40 minutes of every day to use at their discretion (other than collaborative staff meetings.) In addition, all classroom teachers have 45 minutes every day when all the teachers at their grade level are available for collaboration. We are learning about Professional Learning Communities (PLCs) to make the most of the time we have and coordinate our efforts for increased efficiency and higher student achievement.

- 3.3 **Professional Development Plans**—The statutes (s.118.43(3)(d)3) require the school board of each participating school to require that each teacher and administrator submit to the board a professional development plan that focuses on how the individual will help improve pupil academic achievement. It also requires that each plan include a method by which the individual will receive evaluations, from a variety of sources, on the success of his or her efforts. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

- a) Describe the process by which each teacher and administrator in this school submits a professional development plan to the school board to ensure a focus on how the individual will help improve pupil achievement.

Every staff member in the district completes a Professional Development Plan (PDP) each year that outlines his/her goals and plan to reach those goals. As principal, I submit my PDP to my supervisor; my staff members submit their PDPs to me. The PDPs are used to guide conversations and observations throughout the year to ensure our continual growth as professionals, from our goal-setting conferences to our end-of-year conferences.

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II. CONTRACT REQUIREMENTS

- b) Describe how the plan will ensure that the individual will receive evaluations on the success of his or her efforts from a variety of sources.

In addition to the description in the previous response, in our PLC processes we collaborate around student data to improve and inform our professional practice. Each of us receives written and verbal feedback from our supervisors and we all use student achievement data in our goal-setting and evaluation processes. We are also learning to provide feedback to each other as peers in our PLC and coaching work.

As an elementary principal group, we are studying Charlotte Danielson's Framework for Teaching and walk-throughs to prepare for the new Educator Effectiveness system. I believe this will allow us to improve the feedback we give teachers tremendously.

- 3.4 Staff Development Review—The statutes (s.118.43(3)(d)4) require the board of each participating school to regularly review staff development plans to determine if they are effective in helping to improve pupil academic achievement. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

Describe the process the district uses to regularly review staff development plans to determine if they are effective in helping to improve student achievement. If no process is currently in place, describe the district's plans to put such a process in place in the next five years.

Staff development plans are created based on principal and teacher feedback; student achievement data; curriculum revisions; district goals; and state initiatives. Planning for professional development begins at the district level and is continued at the building level as building leadership teams collaborate around the school's improvement plan to determine needs. Ongoing monitoring of student achievement is a primary indicator for teacher effectiveness and professional development needs.

Professional development activities occur during the summer, on professional development days throughout the year, on professional development Wednesdays, and through coaching strategies provided by the literacy and math coaches.

- 3.5 Evaluation Process—The statutes (s.118.43(3)(d)5) require the board of each participating school to establish an evaluation process for professional staff members that identifies individual strengths and weaknesses, clearly describes areas in need of improvement, includes a support plan that provides opportunities to learn and improve, documents performance in accordance with the plan, allows professional staff members to comment on and contribute to revisions of the evaluation process, and provides for the dismissal of professional staff members whose failure to learn and improve has been documented over a two-year period. DPI guidelines define professional staff members to include administrators, counselors, teachers, and other DPI-licensed staff who directly serve and regularly interact with children in the SAGE program, who are directly responsible for carrying out the requirements in s.118.43(3), or who are responsible for achieving the performance objectives developed under s.118.43(4)(c). DPI guidelines also define dismissal to mean transfer to another school in the district, to grades other than those covered by the SAGE program, or to non-instructional duties.

- a) Does the evaluation process currently used in this school for school administrators and teachers do the following:

Identify individual strengths and weaknesses?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Clearly describe areas in need of improvement?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Include a support plan that provides opportunities to learn and improve?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Document performance in accordance with the plan?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Allow staff members to comment on and contribute to revisions of the evaluation process?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Provide for dismissal/transfer of staff members whose failure to learn and improve has been documented over a two-year period?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- b) If the answer to any of the questions above was "no," describe the district's plan to modify the evaluation process in the next five years.

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 III. OTHER CONTRACT PROVISIONS
 

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1. **Measures of Achievement**—The statutes (s.118.43(4)(b)) require each SAGE contract to include a description of the method that the school district will use to evaluate the academic achievement of the pupils enrolled in the school.

Describe the method the school district will use to evaluate the academic achievement of the pupils enrolled in the school.

Student achievement will be measured using the Eau Claire Area School District Assessment Framework. This framework identifies Teaching Strategies Gold, PALS, AIMSweb, DRA2, WKCE and common formative assessments for data collection and monitoring of student progress in grades PreK-3. Under the leadership of the building principal, literacy coach, and school psychologist, building staff and grade level teams analyze the student assessment data at the end of the fall, winter, and spring benchmarking to identify student needs and plan for instruction and interventions

2. **Performance Objectives**—The statutes (s.118.43(4)(c)) require that each achievement guarantee contract include a description of the school's performance objectives for the academic achievement of its pupils and the means to be used to evaluate success in attaining the objectives.

Provide the school's performance objectives related to academic achievement and the means used to evaluate the success of these goals, including improvement on scores on the Wisconsin Knowledge and Concepts Exam (WKCE).

Our Leadership Team used the SIR (School-wide Implementation Review) to create our RtI Action Plan. Our goal is as follows: By the end of the 2013-14 school year, we will fully implement High Quality Universal Math Instruction so that we strengthen the effectiveness of our universal instruction in mathematics as indicated by the outlined data points:

\* 80% of our students will perform at a proficient level (8 out of 10 points) on their grade level common formative assessments.

\* 56% of our students will perform at a Proficient or ADvanced level on the WKCE and we will meet our Math AMOs.

\* 56% of our students will perform at benchmark on their AIMSweb screeners.

Our plan revolves around three objectives: High Quality Instruction and Culturally Relevant Instructional Practices, Common Core State Standards, and Professional Learning Communities/Collaborative Structures.

3. **District Educational Goals**—The statutes (s.118.43(4)(c)2) require that each school's performance objectives shall include the attainment of any educational goals adopted by the school board.

List any district educational goals applicable to this school.

The Eau Claire Area School District's vision is to prepare all students for post-secondary success. The district goal is to increase student achievement so that 90% of students in all student groups participating in the Wisconsin Student Assessment System will score at the proficient or advanced level in reading and mathematics by 2020. Each year the achievement gaps among student groups will be reduced and the percent of 3<sup>rd</sup>-5<sup>th</sup> grade students achieving at the advanced level in reading and mathematics will increase as measured by the WSAS.

4. **Professional Development**—The statutes (s.118.43(4)(c)3) require that each school's performance objectives shall include professional development with the objective of improving pupil academic achievement.

List the professional development, educational, and training opportunities focused on improving pupil academic achievement that will be provided by the district to the staff in 2013-14 and any subsequent years.

During the next three years professional development will be provided for staff to increase use of research based practices around high quality instruction. In addition, staff will receive training the ELA and math Common Core State Standards and collaborative practice through professional learning communities.

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**III. OTHER CONTRACT PROVISIONS**

5. **Community Involvement in Decision-Making**—The statutes (s.118.43(4)(c)4) require that each school's performance objectives shall include the methods by which the school involves pupils, parents or guardians of pupils, and other school district residents in decisions affecting the school.

Describe the methods that will be used by the school to involve students, families, and other district residents in decisions affecting the school, for the 2013-14 school year and any subsequent years.

We work hard to involve parents and families in the Longfellow school community. We have a long-standing Site Council, which is composed of staff members, parents, and community members. This group provides support to the school and is involved in site-based decisions. In addition, we have a core of dedicated and hard-working parents in our PTA.

We try to create a symbiotic relationship with our parents and school community. We offer Title family nights, which consist of activities related to math, reading, and PBIS (Positive Behavior Interventions and Supports.) We use these opportunities to get input from parents and to provide services to them. We are always looking for creative ways to serve our families and get their input on what's happening in the Longfellow Community.

**IV. SIGNATURES**

We have been informed of the district's intent to renew the SAGE contract for this school and have been involved in planning for the renewal.

Signature of School Principal ✓	Date Signed <i>Mo./Day/Yr.</i>
Signature of Kindergarten Teacher Representative ✓	Date Signed <i>Mo./Day/Yr.</i>
Signature of First Grade Teacher Representative ✓	Date Signed <i>Mo./Day/Yr.</i>
Signature of Second Grade Teacher Representative ✓	Date Signed <i>Mo./Day/Yr.</i>
Signature of Third Grade Teacher Representative ✓	Date Signed <i>Mo./Day/Yr.</i>

**V. STIPULATIONS—SCHOOL BOARD**

**Program Requirements**

**Class Sizes.** The school board agrees to maintain class sizes of 18:1 or 30:2 in kindergarten through grade 1 as required in the law during the five-year period covered by this contract renewal. The school also has the option of maintaining class sizes of 18:1 or 30:2 in grades 2-3.

**Education and Human Services.** The school board agrees to maintain access to the school and collaboration with community organizations as required in the law during the five-year period covered by this contract renewal.

**Curriculum.** The school board agrees to maintain a curriculum as required in the law during the five-year period covered by this contract renewal.

**Staff Development and Accountability.** The school board agrees to maintain the requirements of the law regarding staff development and accountability for the five-year period covered by this contract renewal.

**Contract Termination/Contract Transfer.** The school board agrees to provide at least 60 days written notice of its intent to withdraw from the contract or transfer of a contract during the school year and agrees to provide written notice no later than June 30 of its intent to end its participation after that school year.

**Performance Objectives.** The school board agrees to develop and monitor academic performance objectives. Performance objectives will be maintained and updated at the school level.

**Staff Information.** The school board stipulates that staff members in this school that will be teaching in the grades covered by the SAGE program or that will be responsible for implementing the program have been fully informed about the program requirements, have had the opportunity to participate in the development of the academic achievement goals and performance objectives related to this contract, have had the opportunity to comment on and contribute to revisions in the staff evaluation process, and have agreed to the conditions in s. 118.43(3)(d).

**Use of Aid.** The school board agrees to use the aid provided for this program to satisfy the terms of the contract and agrees to provide budget, financial, and program reports requested by the department. The cost of maintaining the terms of the contract including the 18:1 or 30:2 class size requirement may require allocation of additional local and/or federal funds. Schools reporting pupil/teacher ratios at or higher than 19:1 or 31:2 on the PI-SAGE-ENT form on the third Friday count in September will not receive SAGE aid for the school year in which these numbers are reported and are at risk of having their SAGE contract terminated.

V. STIPULATIONS—SCHOOL BOARD

**Evaluation/Reporting**

**Comparison Groups.** The school board agrees to allow DPI-authorized evaluators of the SAGE program access to any school or schools in the district that have been identified as appropriate comparison sites for the purpose of gathering program and achievement data.

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**Test Administration.** The school board agrees to implement any pupil assessments required as part of the SAGE program evaluation.

**Monitoring.** The department will monitor school board compliance with the terms of the contract by collecting annual reports and conducting on-site visits.

**NWEA Assessment Data (MAP)**

The school board agrees that data from NWEA MAP tests are required for the evaluation of the SAGE program. These data can most efficiently be transferred directly from NWEA to DPI in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and its implementing regulations at 34 CFR Part 99. Accordingly, the school board hereby grants permission to NWEA to provide DPI direct access to student test scores and student-, school-, and district-level information resulting from assessments administered beginning on September 1, 2013. ("Data Set"). DPI shall use the data set only for purposes of the SAGE evaluation. This evaluation will include comparisons of student growth in mathematics and reading in SAGE and non-SAGE schools within districts. This agreement shall be in effect from September 1, 2013, until the earlier of: i) August 31, 2018; or ii) the date either party sends written notice of termination of this agreement to the other (with a copy to NWEA).

In compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, the school board agrees to grant DPI permission to utilize personally identifiable educational records that NWEA will provide pursuant to the exception in 20 U.S.C. Section 1232g(b)(1)(F).

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DPI shall require any agent, including a subcontractor, to whom it provides the district's data, to agree to the same conditions and restrictions as set forth herein.

Student data shall be kept in a secure electronic format until no longer needed for purposes of the evaluation or for a period not to exceed five years after the termination of the SAGE program, whichever occurs first, at which time DPI and its contracted SAGE evaluator will permanently delete personally identifiable student information from the data set.

The school board understands that it retains the right to all data resulting from these assessments and that this agreement does not in any way waive their rights to the data. By signing below, we acknowledge that we have the necessary authority to enter into this agreement and that our school(s) will record this redisclosure and include it in their annual notification to parents.

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**Consultation.** The department agrees to provide the assistance requested by the school board related to the review of the school's current curriculum as required under s. 118.43(3)(c).

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**Data Confidentiality.** The department agrees that any student-level or other individually identifiable data collected for the purposes of the program will be maintained in accordance with the confidentiality provisions in state and federal law.

VII. SIGNATURES—DISTRICT

I HEREBY APPLY for renewal of the Student Achievement Guarantee contract for the identified school and agree to all requirements and stipulations.

Signature of School Board Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>

FOR DPI USE

RENEWAL APPROVED AND AGREED to by the Department of Public Instruction.

Signature of State Superintendent/Designee ➤	Date Signed <i>Mo./Day/Yr.</i>
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III. OTHER CONTRACT PROVISIONS

5. **Community Involvement in Decision-Making**—The statutes (s.118.43(4)(c)4) require that each school's performance objectives shall include the methods by which the school involves pupils, parents or guardians of pupils, and other school district residents in decisions affecting the school.

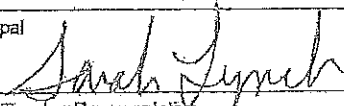
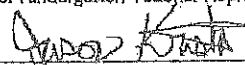
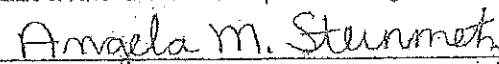
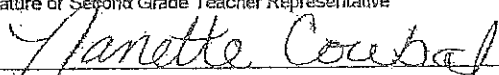
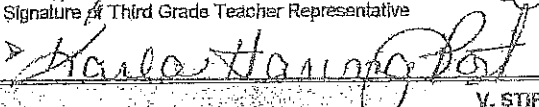
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IV. SIGNATURES

We have been informed of the district's intent to renew the SAGE contract for this school and have been involved in planning for the renewal.

Signature of School Principal ➤ 	Date Signed Mo./Day/Yr. 6/18/13
Signature of Kindergarten Teacher Representative ➤ 	Date Signed Mo./Day/Yr. 6/18/13
Signature of First Grade Teacher Representative ➤ 	Date Signed Mo./Day/Yr. 6-18-13
Signature of Second Grade Teacher Representative ➤ 	Date Signed Mo./Day/Yr. 6/18/13
Signature of Third Grade Teacher Representative ➤ 	Date Signed Mo./Day/Yr. 6/18/13

V. STIPULATIONS—SCHOOL BOARD

**Program Requirements**

**Class Sizes.** The school board agrees to maintain class sizes of 18:1 or 30:2 in kindergarten through grade 1 as required in the law during the five-year period covered by this contract renewal. The school also has the option of maintaining class sizes of 18:1 or 30:2 in grades 2-3.

**Education and Human Services.** The school board agrees to maintain access to the school and collaboration with community organizations as required in the law during the five-year period covered by this contract renewal.

**Curriculum.** The school board agrees to maintain a curriculum as required in the law during the five-year period covered by this contract renewal.

**Staff Development and Accountability.** The school board agrees to maintain the requirements of the law regarding staff development and accountability for the five-year period covered by this contract renewal.

**Contract Termination/Contract Transfer.** The school board agrees to provide at least 60 days written notice of its intent to withdraw from the contract or transfer of a contract during the school year and agrees to provide written notice no later than June 30 of its intent to end its participation after that school year.

**Performance Objectives.** The school board agrees to develop and monitor academic performance objectives. Performance objectives will be maintained and updated at the school level.

**Staff Information.** The school board stipulates that staff members in this school that will be teaching in the grades covered by the SAGE program or that will be responsible for implementing the program have been fully informed about the program requirements, have had the opportunity to participate in the development of the academic achievement goals and performance objectives related to this contract, have had the opportunity to comment on and contribute to revisions in the staff evaluation process, and have agreed to the conditions in s. 118.43(3)(d).

**Use of Aid.** The school board agrees to use the aid provided for this program to satisfy the terms of the contract and agrees to provide budget, financial, and program reports requested by the department. The cost of maintaining the terms of the contract including the 18:1 or 30:2 class size requirement may require allocation of additional local and/or federal funds. Schools reporting pupil/teacher ratios at or higher than 19:1 or 31:2 on the PI-SAGE-ENT form on the third Friday count in September will not receive SAGE aid for the school year in which these numbers are reported and are at risk of having their SAGE contract terminated.





V. STIPULATIONS—SCHOOL BOARD

Evaluation/Reporting

Comparison Groups. The school board agrees to allow DPI-authorized evaluators of the SAGE program access to any school or schools in the district that have been identified as appropriate comparison sites for the purpose of gathering program and achievement data.

Program Evaluation. The school board agrees to provide to DPI-authorized evaluators access to staff and students in the school; that school and district staff members will collect, maintain, and report data necessary for such evaluation; and that the school will share information about its programs and achievements with other schools, researchers, and members of the public. For purposes of the SAGE evaluation, research staff may visit and observe classrooms; interview students, school staff members, and community members; and review records and documentation maintained by participating schools that demonstrate student achievement or compliance with the program requirements.

Reporting. The school board agrees to collect, maintain, and report data and information requested by the department, including student demographic and family income data and academic achievement information to document pupil achievement and the attainment of performance objectives, to provide information necessary for the calculation of aid, and for the purposes of the required program evaluation.

Test Administration. The school board agrees to implement any pupil assessments required as part of the SAGE program evaluation.

Monitoring. The department will monitor school board compliance with the terms of the contract by collecting annual reports and conducting on-site visits.

NWEA Assessment Data (MAP)

The school board agrees that data from NWEA MAP tests are required for the evaluation of the SAGE program. These data can most efficiently be transferred directly from NWEA to DPI in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and its implementing regulations at 34 CFR Part 99. Accordingly, the school board hereby grants permission to NWEA to provide DPI direct access to student test scores and student-, school-, and district-level information resulting from assessments administered beginning on September 1, 2013, ("Data Set"). DPI shall use the data set only for purposes of the SAGE evaluation. This agreement will include comparisons of student growth in mathematics and reading in SAGE and non-SAGE schools within districts. This agreement shall be in effect from September 1, 2013, until the earlier of: i) August 31, 2018; or ii) the date either party sends written notice of termination of this agreement to the other (with a copy to NWEA).

In compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, the school board agrees to grant DPI permission to utilize personally identifiable educational records that NWEA will provide pursuant to the exception in 20 U.S.C. Section 1232g(b)(1)(F).

DPI shall use all appropriate administrative, physical, and technical safeguards to prevent the use or disclosure of the district's data set except as provided for by this agreement.

DPI shall require any agent, including a subcontractor, to whom it provides the district's data, to agree to the same conditions and restrictions as set forth herein.

Student data shall be kept in a secure electronic format until no longer needed for purposes of the evaluation or for a period not to exceed five years after the termination of the SAGE program, whichever occurs first, at which time DPI and its contracted SAGE evaluator will permanently delete personally identifiable student information from the data set.

The school board understands that it retains the right to all data resulting from these assessments and that this agreement does not in any way waive their rights to the data. By signing below, we acknowledge that we have the necessary authority to enter into this agreement and that our school(s) will record this redisclosure and include it in their annual notification to parents.

VI. STIPULATIONS—DEPARTMENT OF PUBLIC INSTRUCTION



Consultation. The department agrees to provide the assistance requested by the school board related to the review of the school's current curriculum as required under s. 118.43(3)(c).

Contract Termination. The department agrees to provide written notice to the school board of its intent to terminate the contract at the end of that school year if a determination has been made that the board has violated the terms of the contract.

Data Confidentiality. The department agrees that any student-level or other individually identifiable data collected for the purposes of the program will be maintained in accordance with the confidentiality provisions in state and federal law.

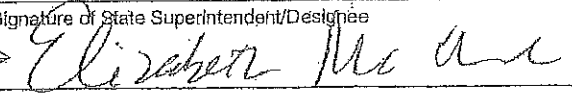
VII. SIGNATURES—DISTRICT

I HEREBY APPLY for renewal of the Student Achievement Guarantee contract for the identified school and agree to all requirements and stipulations.

Signature of School Board Representative	Date Signed Mo./Day/Yr.
> 	07/01/13
Signature of District Administrator	Date Signed Mo./Day/Yr.
> 	07/01/13

FOR DPI USE

RENEWAL APPROVED AND AGREED to by the Department of Public Instruction.

Signature of State Superintendent/Designee	Date Signed Mo./Day/Yr.
> 	7/2/13

