



Wisconsin Department of Public Instruction
**PEER REVIEW AND MENTORING GRANT
APPLICATION**
PI-1657 (Rev. 02-24)

INSTRUCTIONS: Application must be received no later than
MAY 1, 2024. Late applications will not be accepted. Return to:

LEADgrants@DPI.WI.GOV Use

subject line:
PEER REVIEW AND MENTORING GRANT SUBMISSION
2024: <<APPLICANT AGENCY NAME>>

For questions regarding this grant, contact:

Liz Barbarick / 608-267-9200 / LEADgrants@DPI.WI.GOV

I. GENERAL INFORMATION			
Applicant Agency		Mailing Address Street, City, State, ZIP	
Project Contact First and Last Name		Project Contact's Title	
Project Contact's E-Mail Address		Fax Area/No.	Phone Area/No.
Fiscal Contact First and Last Name if other than project contact		Fiscal Contact's Title	
Fiscal Contact's E-Mail Address		Phone Area/No.	
Fiscal Contact's Mailing Address Street, City, State, ZIP		Grant Period Beginning Date Mo./Day/Yr. Ending Date 7/1/20246/30/2025	
Total Funds Requested	Local Match - 20%	Are you applying as an administering agency for a consortium? Yes No If yes, applicant must submit the consortium addendum with the appropriate member signature(s) - https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f1500.pdf	

II. OVERVIEW	
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The Peer Review and Mentoring Grant program supports grants to eligible applicants to provide technical assistance and training for educators to implement peer review and mentoring programs. Research shows that peer review and mentoring can improve educator practice and, thereby, student outcomes. Further, [Wisconsin Administrative Code PI 34](#) requires school districts provide the following aspects of peer review and mentoring programs to beginning educators in Wisconsin:

- "Ongoing orientation and support which is collaboratively developed by teachers, administrators, and other school district stakeholders."
- A licensed mentor who successfully completed a mentor training program approved by the department."

Eligible applicants may request up to \$25,000. Applicants must match at least 20 percent of the final award. For full grant program guidelines and guidance, please go to the Department of Public Instruction's [Peer Review and Mentoring Grant webpage](#) and review the applicant guidance, including the webpage, written applicant guide and rubric, [state statute](#) and [administrative code](#), and any webinar or other guidance materials.

III. ABSTRACT	
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Summarize the proposal, making sure to address the targeted population, the key needs, what the project ultimately seeks to implement. *Limit response to space provided.*

RICHLAND: The Richland School District has identified opportunity and achievement gaps between the general student population and specific subgroups including special education students and Multilingual learners. The target population for this grant will focus on the instructional staff at the Richland School District. The district is seeking resources to bolster the current mentorship program to support new staff while providing district-wide support for mentor teachers. At present, our current mentorship program has been in place for 5+ years and is in need of an update. Prior to the initial mentorship program, the program was farmed out to a variety of administrators. The result was a system that lacked universal oversight. Our program is striving to expand upon our initial mentorship program and create a systematic program that is directed by the Director of Curriculum and Instruction and carried out by Teacher Leaders, Coordinators, Mentors, Principals, and other assigned staff. This new system will be cohesive and will be supported by the Dane County New Teacher Project (DCNTP). Another area of concern is the development of a universal Tier-1 curriculum that is aligned with DPI standards. Presently, the district is piloting a program at Richland Center Middle and High School, a 7-12 school, to implement instructional coaching throughout the building. In order to close the achievement gap, this program intends to implement an effective coaching system at the high school and then seek to implement a similar model throughout the district. To implement an effective coaching model, the teacher leadership team at Richland Center High School will need access to support and resources. In order to create an evidenced-based approach for teacher development, the program will partner with the Dane County New Teacher Project (DCNTP) to be trained in effective coaching methods. The Teacher leadership team, comprised of 6 coaches, serves roughly 40

staff members in that building. Once the coaching model is implemented and field-tested, the district will examine scaling up this program throughout the district. Our Teacher Leaders are separate from our mentor teachers and are currently working through coaching cycles with our staff in the high school. The team is currently working with staff in the areas of Tier-1 curriculum development, standards alignment, teaching practice and reflection, and data review conversations surrounding student data and engagement.

MARSHALL:

The Marshall School District has identified opportunity and achievement gaps between the general student population and certain subgroups. Data analysis reveals that students with disabilities and multilingual learners (Hispanic) are the most significantly affected in the areas of achievement, attendance, and behavior. This is compounded by the persistent challenge of retaining staff, especially those who serve our traditionally underserved and historically marginalized student groups. Additionally, many of these new hires are second career, non-traditional, and/or partially licensed educators. Due to ongoing attrition and retirements, Marshall is also experiencing a decline in the number of trained mentors. Every Marshall child deserves a teacher who is fully prepared, trained, and supported.

In order to address these student gaps and retention concerns, new educators need to be mentored and coached in research-based, culturally-responsive, equity-focused instructional practices. This project seeks to provide new teacher mentors, instructional coaches, principals, and teacher induction program leaders with research-based professional development from the Dane County New Teacher Project; participation in collaborative forums for mentors, coaches and principals; and resources for local professional development activities. This will result in new and experienced educators increasing their skills in culturally-responsive, equity-focused instructional practices, thus closing the gaps for underserved populations. The expansion of Marshall's professional systems of supports for new educators will require increased training and compensation for our team of coaches and mentors.

IV. STATE GENERAL ASSURANCES

The Applicant understands and agrees that the following assurances are pre-award requirements generally imposed by state law or regulation, and do not include all state regulations that may apply to the Applicant or its project. **Instructions:** Step 1—Read each assurance that follows; Step 2—Sign and date the certification statement; Step 3—Include signed certification and assurances with the application materials; Step 4—Keep a copy for your records.

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
2. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
3. **Allowable Costs:** Costs incurred shall be allowable and meet grant goals and objectives.
4. **Confidentiality:** The Applicant shall comply with provisions applicable to public schools regarding confidentiality of student information for any pupil record created, obtained, or maintained under this grant, regardless of whether those provisions would not otherwise apply to the Applicant but for the Applicant's participation in this grant. Wis. Stat. § 118.125 (Pupil records).
5. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit. Wis. Stat. § 19.59(1)(a).
6. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations.
7. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or by their contractors. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
8. **Copyright, Acknowledgement, and Publications:** The Applicant/ Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The WDPI reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for WDPI purposes: the copyright in any work developed under this grant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.
- The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be explicitly authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with grant funds, the grant award recipient shall clearly acknowledge the receipt of grant funds in a statement.
9. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, funds received and distributed under this program Wis. Stat. § 16.41 (Agency and authority accounting; information; aid).
10. **Indirect Costs:** If the fiscal agent is allowed to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against capital objects.
11. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
 - a. Any revision of the scope or objectives of the project;
 - b. Changes in key persons where specified in the application or grant award;
 - c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - e. Changes in the amount of approved cost-sharing or matching provided by the grant recipient.
 Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
12. **Record Retention:** The applicant will ensure records created or obtained under this grant are maintained in accordance with the Wisconsin Records Retention Schedule for School Districts, regardless of whether this retention schedule would not otherwise apply to the Applicant but for the Applicant's participation in this grant. The retention schedule is available online here: <https://publicrecordsboard.wi.gov/Documents/School%20GRS.pdf>
13. **Reporting:** The Applicant will ensure all required financial and program data and information is reported to the WDPI timely on a schedule established by the WDPI. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
14. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks, and target dates. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).

V. PROGRAM SPECIFIC ASSURANCES

Assurance is further provided that:

1. Program information and related materials shall be made available to interested schools and other educational institutions at a reasonable cost.
2. As required in PI 38.04, mentors shall have input into the confidential formative assessment of initial educators and will not be included as part of the school district's formal evaluation of an initial (or beginning) educator.
3. The recipient(s) shall match at least 20 percent of the grant awarded, as required under s. 115.405 (1), Wis. Stats. The matching funds may be in the form of money, in-kind services, or both.

VI. CERTIFICATION/SIGNATURE

I, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; that I am authorized by the agency designated in this application to bind the agency to the certifications and assurances contained in this application; and, that the indicated agency designated in this application is authorized to administer this grant.

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

Name of Applicant Agency Authorizer *First and Last Name*

Dr. Randy J. Bartels

Title of Applicant Agency Authorizer

Director of Teaching & Learning

Signature of Applicant Agency Authorizer

Date Signed *mm/dd/yyyy*



VII. READINESS

In this section, describe the stakeholders in place to ensure successful implementation of grant project. *Limit response to space provided.*

1. Stakeholders

Stakeholders include the population to be served, families, community partners, school staff and administrators, as well as agency administrators. Be sure to include stakeholders who demographically represent the target population(s) (i.e., mentors, mentees, district administrators, teachers, principals, etc.).

- a. Who are the stakeholders identified for this grant project and what are the roles of these stakeholder groups in the implementation of the grant project?

RICHLAND: The stakeholders served through this work include all middle school and high school teachers, districtwide mentees and mentors, teacher leader coaches, district administration, and families and students of the Richland School District. In Richland Center, our mentors support first-year teachers. Instructional coaches provide ongoing support to all teachers through the development of curriculum and provide instructional feedback through the observation and coaching process. In order to ensure all staff strive to meet the district's definition of "high-quality" (a definition recently co-created by teachers and administrators), it is important to retrain mentors as well as instructional coaches using an aligned and vetted program so that we can assure coherence throughout the system. The mentorship process, in conjunction with instructional coaching efforts, will allow the quality of the guaranteed and viable curriculum to be vetted to ensure that all students are achieving at high levels. Any data collected from this process will help to inform culturally responsive practices that should be implemented at all instructional levels. In order to know what is working for our most marginalized populations, our EL family support group (GUIDE), composed of community members, families, and caregivers, will inform district leaders about what is working and what needs improvement for our students. District administration oversees the implementation process by ensuring culturally responsive alignment of resources, systems, personnel, and coherence of goals and priorities throughout the buildings.

MARSHALL:

In Marshall, a team of mentors trained through the Dane County New Teacher Project provides support to experienced teachers new to the district, as well as teachers in the first year of their profession. Instructional coaches then deliver high-quality, individualized induction support for mentees during years 2 and 3. In light of the alarming staff retention and preparedness data, it is imperative to strengthen the capacity of our principals, mentees, and coaches to retain and grow educators early in their careers, especially those who serve students with disabilities and multilingual learners. Students in these specific subgroups also represent key stakeholders. In order to develop the mentoring and coaching skills necessary to meet both educator and learner needs, we will further train current stakeholders (mentors, coaches, and administrators) to use high-leverage tools and observation protocols designed for this purpose. District administrators oversee these systems of support, including orientation and professional learning, while also ensuring the alignment of resources, systems, personnel, and coherence of goals and priorities throughout the buildings.

- b. What input did the stakeholders above provide that informed this grant project, especially teachers?

RICHLAND: During the 2022-2023 school year, members of the Richland Center Middle and High School staff, along with building and district administration, voluntarily met and discussed 2021-2022 student achievement data. The data showed that students from Richland Middle School and High School were performing lowest of all schools in CESA 3 in reading and mathematics. The data was largely generalized. Additional feedback from the Hornet English Learner Partnership Group suggested that our students and families are frustrated with protocols for communication as well as the dissemination of information in the classroom.

In response, discussions led the team, composed of teachers from all core departments and Career and Technical Education departments, to identify a systematic solution that addresses the root causes of these issues. The team identified a need for a system of support for our staff that would unify all stakeholders, specifically our new teachers. The feedback provided by this group reflected a need to bolster our current mentor program in a way that elicits more meaningful and connected conversations related to instructional and curricular needs. To begin creating a vision for this system, the team met bi-monthly using an established and proven program in Iowa as its anchor. As a result, the group presented a rough draft to the core departments (English, Math, Science, Social Studies) for review. After a few modifications, the proposal was presented to the district administration and the Richland School District Board of Education for final approval. Since the implementation of the program in the fall of 2023, the teacher leadership program has been collecting data about staff access to instructional coaches and the coaches have been documenting instructional/observation data. Feedback from the our EL family support group (GUIDE) added focus to the goals so that our most marginalized learners stay at the forefront of our aim. These data will inform next year's goals.

MARSHALL:

In the fall of 2023, Marshall's Leadership Team convened to review 2022-2023 student data. Membership on this team included representation from all four school buildings, as well as diverse job roles (school board, district administrators, building principals, instructional coaches, teachers, pupil services and community.) These stakeholders engaged in a SWOT (Strengths - Weaknesses - Opportunities - Threats) activity to capture current practices and potential considerations. The data revealed patterns of underachievement, as well as concerning attendance and behavior trends, among students with disabilities or language plans. One identified root cause was the consistently high turnover of new staff serving these subgroups. Additional input related to **instructional effectiveness** gathered from staff exit interviews, classroom observations, parent surveys, and instructional coaching schedules confirmed this. After organizing their findings, the team agreed on several actionable goals. One key priority is the hiring and retention of beginning educators, which will also require the district to recruit and train a new cohort of mentors who can provide sustained, equity-focused support among mentees to better serve all students.

VIII. PLAN (Needs Assessment)

Identify the need(s) to be addressed with grant funds. Applicants must have an organized and systematic approach to use data for meaningful analysis. Data analysis includes an assessment of the needs experienced by the target population. *Limit response to space provided.*

1. Demonstration of Need

- Identify the overall specific need(s) for the target population to be addressed by the grant project. Include the supporting data that is being used to determine the need(s). Specifically, address whether applicant(s) meet the following mentoring requirements from Wis. Admin. Code PI 34.040(5): 1) All beginning teachers have an assigned mentor, 2) All mentors assigned to a beginning teacher have completed department-approved mentor training, and 3) All beginning teachers receive ongoing orientation and support, such as professional development seminars specific to the needs of beginning teachers, that is collaboratively developed by teachers, administrators, and other school district stakeholders.

Example: Beginning special educators in our consortium frequently struggle in their early years with meeting district literacy goals for student achievement and state literacy requirements. We determined this need based on special education subgroup reading outcomes from the Forward Exam.

RICHLAND: Mentors have been historically selected by building administration based on a mentor's seniority within the district as well as their perceived effectiveness in their relative content area. Administrators attempted to pair new staff members with veteran teachers in their content area or at least in close proximity to one another. Mentors were encouraged to attend a 1-day mentor training at CESA 3. Current data shows that zero mentors have been trained in the past five years. In addition, 100% of new teachers have been assigned a mentor over the past three years. Mentors and mentees meet five times a year for orientation and ongoing support. The mentor system in the Richland School District is currently overseen by two non-instructional staff members.

Results from the 2022-2023 Forward ELA Exam indicate a significant achievement gap for students in specific subgroups. In grades 3-8, only 13% of students with disabilities achieved the level of "proficient" compared to 39.7% of students without disabilities. Students who identify as Multilingual Learners achieved 8.7% "proficiency" compared to 38.3% of students overall.

The average educator turnover rate in Wisconsin between 2009-2023 per year was 11.9%. The Richland School District exceeded that number significantly in the past three years. Early opt-in numbers, teachers leaving the district as well as beginning teacher turnover contribute to opportunity gaps due to a lack of consistency, little training, and minimal support.

School Year	Staff Turnover Rates (numbers do not include school counselors)	Early Retirement Opt-In	Beginning Teacher (first 3 years in education) TurnOver (left the field or left the district)
2021-2022	17.4% (20/115)	7	4

2022-2023	15.4% (18/117)	4	7
2023-2024	17.9% (20/112)	3	1 (thus far)

MARSHALL:

With the help of building principals, all beginning teachers in Marshall are assigned a mentor who has completed approved training through the DCNTP. Throughout the initial year, additional seminars and in-district orientation sessions are offered to both mentees and mentors. Due to the attrition of veteran mentors, the ability to assign job-alike partners in similar content areas, licensure areas or buildings has proven challenging. In a small district, this reality is even more pronounced for Special Education and Multilingual Teachers, which is the area of consistent turnover among beginning teachers. Recent staff retention data shows this consistent trend contributes to opportunity gaps due to a lack of consistency, little training, and minimal support.

School Year	Trained Mentor Teachers (Total)	Trained Mentor Teachers (Attrition)	Teachers Special Education & Multilingual (Total)	Beginning Teachers (Attrition) Special Education & Multilingual
2021-2022		5	ML 5 Sped 22	ML 2 Sped 6
2022-2023	12	3	ML 6 Sped 20	ML 2 Sped 5
2023-2024	9	1 (thus far)	ML 5 Sped 21	ML 1 Sped 4 (thus far)

The impact of high beginning educator turnover continues to negatively affect student achievement. These educators are least likely to meet district literacy goals. As a result, special education and multilingual learners are the most negatively impacted in literacy achievement, as measured by district and state assessments.

In Marshall, Students with Disabilities and English Learners represent 13.9% and 11.2%, respectively, of the student population. Results from the 2022-2023 Forward ELA Exam indicate a significant achievement gap for students in specific subgroups. In grades 3-8, only 12.8% of students with disabilities achieved the level of "proficient" compared to 39.7% of students without disabilities. Students who identify as Hispanic achieved 8.3% "proficiency" compared to 38.3% of students overall.

- b. What is the likely root cause(s) (i.e., factors, resource inequities, opportunity gaps, etc.) contributing to the need(s) to be addressed by this grant project?
Example: Beginning special education teachers often lack knowledge of science-based literacy instructional techniques coming out of preparation programs.

RICHLAND: *In the Richland Center School District, a lack of articulated and aligned Tier 1 curriculum, professional development connected to high-quality instructional practices/district goals and differentiated coaching supports contribute to high turnover rates and below-average student outcomes. Because turnover rates are high in areas such as math, science, Multilingual Learner educators, and special educators, many of our most marginalized students experience opportunity gaps due to a lack of consistency, little training, and minimal support. In response, we need to re-train mentor coordinators, mentors as well as train instructional coaches using an aligned and vetted program so that we can assure coherence throughout the system.*

MARSHALL:

In Marshall, staff new to the profession have identified the need for sustained, continuous, and differentiated coaching support during, and beyond, the first year of mentoring to address student academic, social, and behavior concerns. In many instances, these beginning educators are still pursuing licensure requirements, lacking in teaching pedagogy, and/or limited in literacy training. These staff are more likely to serve as Special Education and Multilingual Teachers who work with the most struggling learners. Additionally, some of these educators are hired during the school year and may not receive the same level of mentoring support as peers who were hired prior to the start of school and participated in new educator training. The root cause of lagging student achievement data is that the teachers of marginalized populations have higher turnover and less preparation for teaching, requiring specific mentoring support to address those needs.

- c. Define your Priority Area(s) or Statement(s) to address the root cause of the needs. How will the program assist initial educators and enhance student instruction? What is your approach to address one or more of the root causes for this grant project and how does this grant project fit into this approach? (This is the student outcome priority statement or adult practice priority statement in the Data Inquiry Journal (DIJ). This potentially could be written using the following sentence stem "We believe we can improve ... if we ...")
Example: We believe we can address beginning special education teachers' needs for professional development in the area of literacy instruction if we identify and train new and existing mentors with expertise in science-based literacy instruction to provide specialized feedback.

RICHLAND: *In order to improve student outcomes and reduce staff turnover, the Richland Center School District must retrain existing mentor coordinators and mentors, as well as train staff who are part of their Teacher Leader Program through the Dane County New Teacher Project (DCNTP). Currently, the district has agreed to support the Teacher Leadership Program and Building Mentors by committing to providing adequate time and resources for the coaches/mentors to train and coach staff. These efforts assist initial educators by providing orientation and ongoing support, alignment of coursework, implementation of best practices, and support in reviewing student data to ensure targeted and effective changes to the academic experience for students in the Richland School District. The Teacher Leadership Program also supports the district's efforts to ensure a guaranteed and viable curriculum that is transparent to all stakeholders (students, parents, teachers, administrators, and community members) in the Richland School District. It is critical that the existing programs connect as a system of support for our staff. The DCNTP will be the conduit for this need as both components of teacher support will be aligned in pedagogy, language, and vision through this grant as funding will support the development of new mentors, coaches, principals, and administration.*

MARSHALL:

In order to improve outcomes for all students, there is an identified need to increase training among principals, mentors, and instructional coaches to strengthen support for beginning teachers, especially those serving in ESL and Special Education roles. The district must also prioritize additional mentoring support for colleagues beyond the first year in the profession to attract, retain and grow staff. Our priority is to increase literacy achievement for these student subgroups by providing equity-focused professional learning to Multilingual and Special Education mentors to better support beginning teachers. Marshall relies heavily upon the strength of well-established mentors to accomplish these goals. Due to staff attrition and retirements, however, this district mentor pool continues to shrink. Marshall will utilize some grant funding to reestablish a rigorous mentor selection process and increase participation in Professional Learning Series (PLS) courses provided by the Dane County New Teacher Project (DCNTP). Grant funding will support the development of new mentors, principals, and coaches, as well as the time to plan and implement these new program components and best practices, which DCNTP pulls from the work of The New Teacher Center.

IX. DO (ACTION PLAN)

Develop an action plan to implement the proposed grant program. The plan must include SMART (Specific, Measurable, Attainable, Relevant and Timely) goals that align with the priority area(s)/statement(s) defined in the needs assessment section 1.c. Applicants may have more than one SMART goal for the same priority area/statement.

For each SMART goal listed, include the action step(s) (i.e., activities to be implemented) to achieve the goal. Action steps may include evidence-based strategies (e.g., activity, strategy, or intervention that demonstrates a positive effect on improving student outcomes and/or adult practices) or other activities to achieve the goal. Applicants may have more than one action step for each goal.

For each action step, list the planned completion date, evidence of completion (description of how the applicant will know the action is complete and often reflects the goal), and the personnel responsible for completing the action. A new row for additional action steps will automatically be created when you press the tab key in the last "personnel responsible" cell.

Action Plan—Example			
Priority Area/Statement and Supporting Data # 1 (This statement should align with VIII. Plan - Section 1.c) We believe we can address beginning special education teachers' needs for professional development in the area of literacy instruction if we identify and train new and existing mentors with expertise in science-based literacy instruction to provide specialized feedback.			
SMART Goal to Address Priority Area/Statement #1 By the end of the 2024-25 school year, beginning special education teachers will increase proficiency with science-based literacy instruction techniques as measured by the Danielson Framework for Teaching components 1a: Applying Knowledge of Content and Pedagogy, 1d: Using Resources Effectively, 1e: Planning Coherent Instruction, and 1f: Designing and Analyzing Assessments to at least Proficient using evidence collected via observations or artifacts.			
Action Step	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible
Train Current and New Mentors on science-based literacy instruction.	November 2024	Certificates of Completion from training supplier.	Director of Curriculum and Instruction
Assign science-based literacy-trained mentors to beginning special education teachers.	December 2024	Mentor log books	Mentors, Mentees, Director of Human Resources
Provide stipends for mentors and mentees to conduct mentoring activities outside of the regular contract hours.	January 2025 - June 2025	Mentor log books	Mentors, Mentees, Director of Human Resources
Provide science-based literacy professional development to beginning special education teachers.	August 2024 - June 2025	Certificates of completion	Director of Curriculum and Instruction



IX. DO (ACTION PLAN) (cont'd)

Action Plan

Priority Area/Statement and Supporting Data # 1 (This statement should align with VIII. Plan - Section 1.c)

RICHLAND: By implementing high-quality instructional coaching, effective mentoring practices and curriculum development supported and executed by Administration and teacher leaders, we will address the need for increased teacher self-efficacy by creating a clear, standards-aligned learning continuum to include essential standards, student-friendly learning outcomes (targets), high-quality assessments, and on-going coaching support for implementing lessons aligned to curriculum using evidenced-based strategies and techniques so that the collective efficacy of our staff increases resulting in changes in job satisfaction, culture, beliefs, and ultimately resulting in positive student outcomes.

MARSHALL: By implementing high-quality instructional coaching and effective mentoring practices, the district will prioritize the need for increased teacher retention and effectiveness among all beginning teachers, especially for those who teach marginalized populations, by coordinating and strengthening the comprehensive system of supports during Years 1-3 so that positive student outcomes in literacy will be realized for all Marshall scholars, including accelerated growth among students with disabilities and multilingual learners.

SMART Goal to Address Priority Area/Statement #1

RICHLAND:

Mentoring: By the end of the 2024-25 school year, 15 staff members will be retrained as mentors. New teachers along with their mentors will engage in 6 or more of the beginning teacher virtual Zoom sessions offered through the Dane County New Teacher Project (DCNTP). Active mentors will attend the Mentor Forum on a rotational basis attending 4 of the 9 offered.

Coaching: By the end of the 2024-25 school year, all middle and high school teachers will have received coaching support quarterly.

Curriculum: By the end of the 2024-25 school year, all content areas in the middle/high school will have completed no less than 3 curriculum templates (one per course) which is the curriculum development process including progression of units, identification and selection of priority standards aligned to state and national standards, identification and selection of supporting standards, development of learning outcomes that express what students should know, learn and be able to do, and identification of domain-specific vocabulary.

MARSHALL:

By the end of the 2024-2025 school year, Marshall will retain 100% of beginning teachers who are hired for multilingual and special education roles through improved training, mentoring and coaching practices so that literacy outcomes for these student subgroups will increase at least 25%.

Action Step (i.e., Program Activities)	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible
RICHLAND: Teacher leaders and <u>one building administrator</u> train in high-quality coaching and support practices (Dane County New Teacher Project)	2024-25 school year	Certificates of completion from the training facility	Director of Curriculum and Instruction Teacher Leader Team Building Administrator
RICHLAND: Mentors and Mentees attend Beginning Teacher Virtual Seminar together (Dane County New Teacher Project)	2024-25 school year	Documentation of training attended per mentor and mentee	Director of Curriculum and Instruction Mentors Mentees
RICHLAND: Active mentors attend Mentor Forums	2024-25 school year	Documentation of mentor forum attendance	Mentors Mentor Coordinators

RICHLAND: Assign teacher leader members to every department or individual teacher in the middle/high school to coach and support high-quality instructional practices and curriculum alignment.	2024-25 school year	Documentation of assignments per teacher leader/mentor by September 2024.	Administration, Teacher Leadership Team
RICHLAND: Teachers will work with teacher leader members and administration to create a publically accessible guaranteed and viable Tier-1 curriculum.	2024-25 school year	Curriculum completion form for course submission, review, and adoption. Submitted forms will be signed and vetted by content experts, the Teacher Leader Coordinator, and the Administration. The final course template will be publicly published and made available for all stakeholders to access.	Teachers, Instructional Coaches, Teacher Leadership Team, Administration
RICHLAND: Administrators and teacher leadership members coach and support all teachers quarterly.	2024-25 school year 4 or more coaching sessions per year (no less than one per quarter)	Observation log	Mentors Teacher Leadership Team Members Administrators
RICHLAND: The Teacher Leadership Team meets weekly for continuous improvement efforts including collaboration on best practices, shared learning, reflection, and planning.	Weekly meetings throughout the 2024-25 school year.	Meeting agendas, notes, and documentation of progress.	Teacher Leadership Team
RICHLAND: Staff complete a perceptions survey focused on teacher self-efficacy levels.	End-of-year survey results	Survey results (comparison data, year to year)	Director of Curriculum and Instruction Teacher Leadership Team Building Administrators Teachers/Staff
RICHLAND: Collect perception data from the EL family support group.	May 2025	Growth Scores in each area measured/surveyed	Director of Curriculum and Instruction Building Administrators Mentorship Leaders
RICHLAND: Mentors are identified and trained (with guidance from RSD High-Quality Staff Definition and Dane County New Teacher Project).	2024-25 school year	List of trained mentors for district and building leaders to draw on when supporting new hires.	Director of Curriculum and Instruction Building Administrators

Action Step (i.e., Program Activities)	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible
MARSHALL: Instructional Coaches and Principals train in high-quality literacy coaching and support practices (Partnerships in Comprehensive Literacy, WI PCL Network)	2024-25 school year	Certificates of completion from the training facility	Director of Teaching & Learning Instructional Coaches Principals
MARSHALL: Mentors attend PLS 1-4 trainings (New Teacher Center, Dane County New Teacher Project)	2024-25 school year	Documentation of trainings attended per mentor August 13-16, 2024	Director of Teaching & Learning Director of Special Education Mentors
MARSHALL: Instructional Coaches and Mentors to partner with each beginning teacher in the district to coach and support high-quality instructional practices and literacy strategies.	2024-25 school year	Documentation of assignments per teacher leader/mentor by September 2024.	Administration Instructional Coaches Mentors
MARSHALL: Administrators and instructional coaches support all teachers quarterly.	2024-25 school year 4 or more coaching sessions per year (no less than one per quarter)	Observation log	Mentors Instructional Coaches Administrators

MARSHALL: Marshall's Leadership Team meets quarterly for continuous improvement efforts including collaboration on best practices, shared ownership, reflection, and planning.	Quarterly meetings throughout the 2024-25 school year.	Meeting agendas, notes, and documentation of progress.	Data Leadership Team
MARSHALL: Collect mentee feedback on mentoring and coaching support aligned to professional learning.	End of year survey results	Interview notes and survey results. DCNTP participant surveys	Director of Teaching & Learning Building Administrators Teachers/Staff
MARSHALL: New Mentors are identified and trained (Dane County New Teacher Project).	2024-25 school year	List of trained mentors for district and building leaders to draw on when supporting new hires, especially experienced Special Education and Multilingual Teachers.	Director of Teaching & Learning Director of Special Education Building Administrators

X. STUDY/CHECK

This section describes how applicants will work with the DPI's independent evaluator to support the continuous improvement process to refine, improve, and strengthen the project.

Per grant assurances 7 and 14 (page 2 of this form) and [Wis. Admin. Code PI 38.008](#), the applicant shall cooperate with the evaluation of the grant program by providing DPI with the following information upon DPI's request:

- The number of mentors trained under the grant,
- The number of new teachers (first three years of employment) served by mentors under the grant,
- The names, titles, and professional contact information of mentors and new teachers participating in activities under the grant.

Further, applicants and staff that participated in the grant program may be asked to participate in interviews conducted by the external evaluator as part of the grant evaluation. Describe the continuous improvement process the project will employ to refine, improve and strengthen the project.

1. Evaluation

- a. What data will you collect to monitor the action steps (observations of beginning teacher practice, collection of beginning teacher artifacts [lessons plans, assessments, etc.]?)

RICHLAND: *Data that we will collect to monitor our action steps will include:*

- *Certificates of completion from training(s) (Dates and Number of Staff)*
- *Teacher/coach or mentor assignments (Coaching assignments, mentor assignments)*
- *Observation logs - documentation of data collected through observations using the observation tool and notes*
- *Documentation of Curriculum Completion forms, publishing of curriculum on website*
- *Meeting agendas/notes*
- *Teacher survey results*
- *Our EL family support group (GUIDE) support survey data (before and after)*

MARSHALL: *Data that we will collect to monitor our action steps will include:*

- *Certificates of completion from training(s) (Dates and Number of Staff)*
- *Teacher/coach or mentor assignments (Coaching assignments, mentor assignments)*
- *Observation logs - documentation of data collected through observations using the observation tool and notes*
- *Meeting agendas/notes*
- *Teacher survey results*
- *Student literacy achievement data*

- b. Should the data indicate a need for change, what is the process for changing or making improvements to the action steps?

RICHLAND: *If data points need to change through the grant cycle, changes and/or improvements will be made by the Administration, Teacher Leadership team, and Mentor Coordinators as they evaluate progress toward goals monthly to examine what is working for whom, what is feasible based on current or unexpected barriers/conditions, and what is priority work.*

MARSHALL: *The Director of Teaching and Learning will meet quarterly with beginning educator mentors to review the mentoring program. The Director and mentors will partner with the instructional coaches to review implementation progress and revise plans based on feedback from principals, mentors, and mentored teachers.*

XI. ACT

Describe the plans to coordinate with other programs during the grant period and sustain the project beyond the grant period.

● **Coordination and Sustainability**

- How will grant activities be coordinated with existing programs to maximize support for new educators, specifically how will the applicant(s) process for selecting, training, and defining the roles and responsibilities of mentors be addressed within the grant project (e.g., Educator Effectiveness processes including professional practice rubrics, professional learning, and Equitable Multi-level Systems for Support)?

RICHLAND: The grant activities will be coordinated with the following existing programs that have been established and identified as part of the new system of support for existing staff, new teachers, and second-career educators; Teacher Leadership Team and Building Mentors.

Throughout the 2024-25 school year, our Teacher Leadership Team members identified new teacher mentors, and administrators will engage in the New Teacher Project training(s) to further develop mentorship skills, competencies, and coaching competencies. Furthermore, the Teacher Leadership Team members will begin to articulate what high-quality instructional coaching looks like and sounds like in the Richland School District through practice. The team will document coaching techniques and strategies used throughout the year to create a living instructional playbook.

Redefining the roles and responsibilities of our mentors will be in alignment with the Richland School District and building-level goals. The mentor selection process will be informed by a rubric that unpacks the district's new definition of "High-Quality Staff". Those staff members who score the highest on the rubric will be asked to become mentors. Mentors will engage in collaborative learning through the Mentor Forums as well as during the New Teacher training alongside their mentees.

MARSHALL:

The grant activities will be coordinated with the following existing programs that have been established and identified as part of the new system of supports for existing staff, new teachers, and second career educators.

Marshall Public Schools will continue its strong partnership with the DCNTP and active engagement with the Professional Learning Series classes. Throughout the 2024-2025 school year, this training will include an expanded number of trained mentors and new instructional coaches. As a prior grantee, the district established a Professional Learning Community for instructional coaches and mentors, which will continue to meet regularly to review best practices and develop implementation plans. During their first year of employment in Marshall, teachers participate in a series of in-district professional development sessions with new teacher mentors. Instructional coaches also assist teachers with a variety of topics, including the development of SLOs and PPGs as part of Marshall's Educator Effectiveness program, effective classroom management, and equitable and inclusive instructional practices. Administrators engage in a robust classroom observation process using a consistent protocol and look-fors, which are aligned to professional practice rubrics. Our Equitable Multi-level Systems of Supports program coordinates the academic, behavioral, and social-emotional supports for all students. Throughout the year, we will invest grant funding to increase capacity among mentors, instructional coaches, and principals to use high-leverage tools with beginning teachers on behalf of their students.

- How will you communicate ongoing grant progress and share results with internal and external stakeholders?

RICHLAND:

Data/Progress Checks	Frequency	Shared with/person(s) responsible	Process for communicating
Data: Feedback from the Hornet	bi-yearly	Administration	Shared documentation of feedback and input

English Learners Partnership Group (Stakeholder group)		Teacher Leadership Team	from group members.
Data: Number of teacher coaching sessions or observations	quarterly	Administration School Board	Shared documentation, Board of Education update
Data: Number of courses approved through standards alignment process (Curriculum Completion)	quarterly	Administration School Board Middle/High School Staff	Shared documentation, Board of Education update
Progress/evidence toward Teacher Leader Program goals	bi-yearly (mid-year, end of year)	Administration School Board Middle/High School Staff	Board of Education report
Data: Number of new teacher meetings held/attended and the topics covered (topics, attendance)	quarterly	Administration School Board Teacher Leadership Team	Quarterly update, shared documentation
Data: Teacher feedback/surveys	pre-post school year (yearly)	Administration School Board Middle/High School Staff	Summary of findings, shared documentation/Board of Education Report
Progress: ongoing communication between the two districts will occur regarding spending, needs, and other grant-related topics.	quarterly check-in's	Person responsible: District Curriculum and Instruction Director District Business Manager	Virtual meetings
Progress: Instructional Playbook draft	end of year	Administration School Board Staff	Board of Education presentation/update

MARSHALL:

Data/Progress Checks	Frequency	Shared with/person(s) responsible	Process for communicating
Data: Feedback from the District Leadership Team (Stakeholder group)	bi-yearly	Administration Mentors Coaches	Shared documentation of feedback and input from group members.
Data: Number of teacher coaching sessions or observations	quarterly	Administration School Board	Shared documentation, Board of Education update
Data: Student literacy data (achievement and growth)	bi-yearly	Administration School Board Staff	Shared documentation, Board of Education update
Progress/evidence toward New Teacher Program goals	bi-yearly	Administration School Board Staff	Board of Education report
Data: Number of new teacher meetings held/attended and the topics covered (topics, attendance)	quarterly	Administration School Board District Leadership Team	Quarterly update, shared documentation
Data: Teacher feedback, surveys, and professional growth	pre-post school year (yearly)	Administration School Board Staff	Summary of findings, shared documentation/Board of Education Report
Progress: ongoing communication between the two districts will occur regarding	quarterly check-in's	District of Teaching & Learning District Business Manager	Virtual meetings

spending, needs, and other grant-related topics.			
Progress: New Teacher Program (Beginning Teachers, Mentors, Coaches)	end of year	Administration School Board Staff	Board of Education presentation/update

- How will this funding enhance and sustain your mentoring and induction programs?

RICHLAND: Through this funding, the Richland School District will be able to establish highly trained instructional coaches and mentors within each building and content area. The District Administration will ensure that the Mentor and Teacher Leadership Program sustains through continued commitment to funding of positions, allocation of time and resources, and an assurance to training as needed. Through this grant, the teachers and leaders will begin building a system of support for all staff that is differentiated and aligned to Educator Effectiveness and grounded in the coaching competencies. In future years, the district will train additional teacher leaders in order to grow the program and ensure a culture of continuous improvement.

MARSHALL: Marshall Public Schools will invest these grant funds to increase mentors within each building and content area, especially among Special Education and Multilingual Teachers. Resources will also be utilized to strengthen the capacity of instructional coaches to support beginning educators. The District's continued commitment to the DCNTP as well as the funding of positions, allocation of time and resources, and an assurance to training will ensure sustainability in subsequent years. Grant resources will enable Marshall to expand its systems of professional support, which can be tailored and differentiated to meet the individual needs of all staff. Supporting and retaining all beginning educators will foster a culture of continuous improvement within the mentoring program and demonstrate a sustained commitment to all staff with regard to ongoing professional growth.

XII-a. BUDGET DETAIL

Date of Request Mo./Day/Yr.

Applicant Agency

Project No. For revisions only

■ Personnel Summary (100s-200s)

All staff must hold the appropriate license.

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

a. WUFAR Function Code Only Required for LEAs Indicate for each position listed	b. Name	c. Position/Title	e. Date(s) Service to be Provided	f. Total Cost	
				Salary	Fringe
221300	Corrie Becker	Instructional Coach	7/1/2024 -6/30/2025	1250	0
221300	Amy Treuter	Instructional Coach	7/1/2024 -6/30/2025	1250	0
221300	Emily Golliher	Instructional Coach	7/1/2024 -6/30/2025	1250	0
221300	Beth Klossner	Instructional Coach	7/1/2024 -6/30/2025	1250	0
221300	Kyle Larsen	Instructional Coach	7/1/2024 -6/30/2025	1250	0
221100	Shari Johnson	New Teacher Mentor/Instructor	7/1/2024 -6/30/2025	1250	0
221100	Megan Clerkin	New Teacher Mentor/Instructor	7/1/2024 -6/30/2025	890.40	0
Total Salary and Fringe				\$8,390.40	\$0

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

	XII-a. BUDGET DETAIL (cont'd)	
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Project No. *For revisions only*

■ Purchased Services Summary (300s)				
a. WUFAR Function Code Only Required for LEAs	b. Type of Service Purchased	c. Date(s) Service to be Provided	d. Specify Agency/Vendor or Supplier <i>If known</i>	e. Cost
310	Consortium membership, Dane County New Teacher Project	September 2024 - May 2025	Dane County New Teacher Project 501 South Street Waunakee, WI 53597	7223.60
310	Dane County New Teacher Project a la carte mentorship training for 8 people (8 Teacher Mentors) and Virtual Workshops	September 2024-May 2025	Dane County New Teacher Project 501 South Street Waunakee, WI 53597	6000
221300	Dane County New Teacher Project a la carte mentorship training for 6 people (5 Teacher Mentors and 1 Administrator)	September 2024-May 2025	Dane County New Teacher Project 501 South Street Waunakee, WI 53597	2850
Total Must agree with Purchase Services Total on Budget Summary				\$ 16,073.60

a. WUFAR Function Code Only Required for LEAs <i>Indicate for each item listed in column c.</i>	b. Quantity	c. Item Name <i>Include all items budgeted</i>	d. Total Cost
Total <i>Must agree with Non-Capital Objects total on Budget Summary</i>			\$0.00

XII-a. BUDGET DETAIL (cont'd)

Date of Request <i>Mo./Day/Yr.</i>	Applicant Agency	Project No. <i>For revisions only</i>
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5. Other Objects Summary (900s)

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

XII-b. BUDGET SUMMARY

Applicant Agency	Grant Period		Initial Request	Date Submitted First Revision	Second Revision
	Beginning Date	Ending Date			
Project Number <i>For DPI Use Only</i>	07/01/2024	06/30/2025			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	4450		
	b. Fringe Benefits (200s)			
	c1. Purchased Services (300s)	16000		
	c2. Purchased Services (300s) Any single contract over \$25,000			
	d. Non-Capital Objects (400s)			
	e. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services	\$20450	\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c1. Purchased Services (300s)			
	c2. Purchased Services (300s) Any single contract over \$25,000			
	d. Non-Capital Objects (400s)			
	e. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Administration	\$0	\$0	\$0

	TOTAL BUDGET	\$20450	\$0	\$0
DPI Approval	Signature of DPI Reviewer □			Date Signed Mo./Day/Yr.

XIII. BUDGET NARRATIVE

How will the grant funds be used to address the identified SMART goals during the grant cycle? *Limit response to space provided.*

RICHLAND:

The grant funds will be used for the following:

- funding for training and supporting our administration, teacher leaders, mentors, and mentees through the Dane County New Teacher Project (DCNTP)

The funding will be used to help address the district's need to increase teacher retention by strengthening the quality of mentoring and coaching that teachers receive through high-quality professional development provided by the DCNTP. By implementing high-quality instructional coaching, effective mentoring practices and curriculum development supported and executed by Administration and teacher leaders, we will address the need for increased teacher self-efficacy by creating a clear, standards-aligned learning continuum to include essential standards, student-friendly learning outcomes (targets), high-quality assessments, and ongoing coaching support for implementing lessons aligned to curriculum using evidenced-based strategies and techniques so that the collective efficacy of our staff increases resulting in changes in job satisfaction, culture, beliefs, and ultimately resulting in positive student outcomes.

MARSHALL:

The grant funds will be used for the following:

- new mentors will participate in the summer Professional Learning Series training through the Dane County New Teacher Project (DCNTP)
- additional stipends for mentors and instructional coaches to engage in professional learning and collaboration outside of the school day

Grant funding will be used to address the district's need to increase teacher retention by strengthening the quality of mentoring and coaching that teachers receive through high-quality professional development provided by the DCNTP. Six new mentors will participate in the summer training institute offered by the DCNTP. Mentors and instructional coaches will receive additional stipends to engage in shared professional learning outside of the school day focused on providing differentiated, individualized support that is responsive to each beginning teacher's unique role.

Describe how the consortium will meet the *required* 20 percent local match to support the identified SMART goal(s) during the grant period. How will the matching funds be split among the consortium (if applicable)?

RICHLAND: Mentor Stipends (\$500 each = approximately \$5000). These funds are used to infuse our Mentorship program with some paid time outside of contracts for experienced teachers to mentor new teachers.

MARSHALL: Current Mentor Stipends (\$480 each = approximately \$4800). Marshall's existing New Teacher Program includes paid time for mentors to support mentees outside of the school day.

