

December 15, 2009

Dear Colleague:

We are excited to invite you to participate in Wisconsin's Race to the Top application to the federal government. Through the American Recovery and Reinvestment Act, President Obama and Congress provided \$4 billion in competitive grant funding to states that move forward with innovations and reform in education.

Earlier this fall, at our request, the Wisconsin Legislature passed bills to make Wisconsin both eligible and more competitive for the Race to the Top grants. Now our local school district leaders – school board members, superintendents, principals, teachers, and other staff – need to prepare their district for participation in Wisconsin's grant application. Enclosed is the Race to the Top district memorandum of understanding (MOU) that the federal government requires participating districts to sign as part of the state's Race to the Top grant application. The MOU provides a framework of collaboration between districts and the state articulating the specific roles and responsibilities necessary to implement an approved Race to the Top district grant.

The MOU is divided into two parts – Exhibit I and Exhibit II. To receive any Race to the Top funding, a district must agree to the activities in Exhibit I. Districts that agree to Exhibit I are eligible, if they so choose, to participate in Exhibit II. In Exhibit II districts will receive additional funding for participating in the additional activities. Exhibit I is included in this information and Exhibit II will be forthcoming in the very near future.

The MOU provides your district with critical information regarding a district's participation in Race to the Top. The following sections are included:

- Scope of Work,
- Project Administration, (i.e., Participating LEA responsibilities, State Responsibilities, Joint Responsibilities, and State Recourse for Non-Performance),
- Assurances,
- Modifications,
- Duration/Termination, and
- Signatures.

We are working under incredible time constraints to finalize the Wisconsin Race to the Top application and anticipate a draft of the Wisconsin Race to the Top application will be made public on or near December 28, 2009. This draft application will be made public on the Department of Public Instruction's website.

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To demonstrate broad commitment to the MOU, districts should seek to obtain signatures from the LEA superintendent, the president of the local school board, and the local teachers' union leader or their authorized representatives. However, to be considered an eligible participating local education agency (LEA), the MOU must be signed by at least one authorized representative of the school district before submission.

The signed MOU must be returned to the Department of Public Instruction by 4:00 p.m. on Wednesday, January 13, 2010.

Please note that under the federal guidelines, a district that does not sign and submit the MOU by the deadline cannot be included as a participating LEA in Wisconsin's Race to the Top application and cannot be given an opportunity to participate once the award is received.

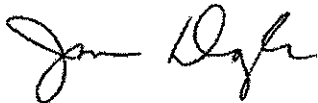
If Wisconsin is awarded Race to the Top grant funds, a participating LEA will have 90 days to finalize their work plan for their Race to the Top funds and submit that to the state. During this 90-day period, districts will have the right to review and reassess their scope of work in light of their Race to the Top local award. At this time, districts may also withdraw from the MOU and forgo their local award and participation in the Race to the Top program without penalty.

Currently, Wisconsin does not know exactly the level of funding that would be provided to the state through Race to the Top. However, federal guidelines require that at least 50 percent of the state's total award be distributed to participating LEAs through the Title I formula. To ensure districts have sufficient support to participate in the program, the state has decided that each LEA participating in Exhibit I will receive at least \$60,000. This adjustment will be made using the funds that may be distributed by the state through other means.

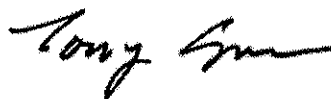
For your information, attached to this letter is a projected level of funding based on the Title I formula with adjustments made for the base level of funding of \$60,000. These estimates assume the state receives \$250 million in Race to the Top funding.

We hope all of you will complete the MOU and consider being a part of this important initiative. Please contact Dr. Scott Jones, Special Assistant to the State Superintendent, by email scott.jones@dpi.wi.gov or by phone 608/267-9269 if you have any questions or concerns regarding this letter.

Sincerely,



Jim Doyle
Governor



Tony Evers, PhD
State Superintendent

Enclosure

Participating LEA Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between the State of Wisconsin (“State”) and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I outlines the State’s proposed reform plans (“State Plan”) that the Participating LEA is agreeing to implement.

Participating LEAs are authorized and encouraged to work collaboratively in consortia or with Cooperative Educational Service Agencies (CESAs) to develop and/or implement any or all requirements under Exhibit I.

If the State is awarded a Race to the Top grant in the first round, participating LEAs will be informed of their local award and asked to complete the final work plan required by the U.S. Department of Education within 90 days. The final work plan must be approved by an authorized LEA representative and the State Superintendent. Acceptance of a local award binds the LEA to the conditions agreed to in the MOU and the final work plan.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school districts and school district employees under federal, state, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

Exhibit II, proposed Expanded Scope of Work, describes the additional requirements that all LEAs that agree to participate in Exhibit I may agree to in exchange for additional funds. There shall be no penalty for any LEA choosing not to participate in Exhibit II other than ineligibility for additional funds under Race to the Top. Signature pages follow for Exhibits I and II separately; Exhibit I must be signed to be eligible to sign onto Exhibit II but the choice to sign onto Exhibit II in no way impacts an LEAs allocation under Exhibit I.

II. LEA GRANT PERIOD

The project period shall be up to 48 months.

III. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1. Implement the LEA plan as identified in Exhibit I, and II (if applicable), of this agreement;
2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5. Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.
7. In addition to the funds to which Participating LEAs signing on to Exhibit I are entitled, all Participating LEAs that agree to the terms of Exhibit II will be eligible to receive additional Race to the Top funds awarded to the State for disbursement as outlined in the State's Race to the Top application. To receive those funds Participating LEAs will be required to develop a work plan in accordance with Exhibit II.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II (if applicable) of this agreement;
2. Distribute in a timely fashion the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Attachment A & B (if applicable);
3. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

IV. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has all requisite power and authority to execute this MOU;
2. Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3. Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I and II (if applicable), if the State application is funded;
4. Will provide a Final Work Plan to be attached to this MOU as Exhibit III only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit III the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibits I and II (if applicable)) and with the State Plan; and
5. Will comply with all of the terms of the Grant, the State's subgrant, and all applicable federal and state laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, and 99).

V. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with ED.

VI. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

LEA Superintendent (or equivalent authorized signatory):

Signature/Date

Print Name/Title

President of Local School Board:

Signature/Date

Print Name/Title

Local Teachers' Union Leader:

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each and all of the areas identified below.

I. Standards & Assessments

1. Implement a curriculum aligned to the Common Core Standards in reading, English language arts, and mathematics.
2. Implement a statewide benchmark assessment system in reading and mathematics that allows measurement of growth throughout the school year.
 - As the State transitions to the next generation assessment system, districts may continue to use existing benchmark assessments or adopt a suitable interim system, which may be provided by the State.
 - Districts must make commitment to use growth and/or value-added data analysis tools as one component of measuring school success.

II. Data Systems

1. Develop or enhance local data systems or tools that track student growth and link students, their course records, and their test scores to teachers to enhance instructional improvement efforts.
2. Support education research efforts by continuing to provide data currently required by state and federal law and new data required for Race to the Top.

III. Effective Teachers and Principals

1. Provide school-based coaches for reading and mathematics at a level sufficient to having coaches in each school in the district at least the equivalent of one full day each week. These coaches must be highly trained and work with teachers in classrooms to implement new curriculum and/or instructional strategies as well as assist teachers in using data effectively to improve instruction.
2. Implement a teacher mentoring program that utilizes an ongoing feedback process that supports teacher growth and development.
 - Teacher mentors must be highly trained, at least partially released from classroom responsibility (or compensated for additional hours of service if specified in the Final Work Plan), and must work with new teachers for at least two years.
 - Districts may develop their own teacher mentoring program or contract with training organizations such as CESAs, The New Teacher Center, or institutions of higher education to implement this reform.

3. Implement a principal mentoring program that includes ongoing feedback and supports principal development.
 - Principal mentors must be highly trained and principal leadership programs must be high quality. Mentoring programs should address effective use of data and teacher evaluations to inform instructional improvement and staff professional development.
 - Districts may develop their own principal mentoring program or contract with training organizations such as New Leaders for New Schools to implement this reform.
4. Provide professional development and support to staff to implement new curriculum and/or instructional strategies as well as to use data effectively to improve instruction.
 - Districts must use student achievement data, as well as teacher and principal evaluations, to inform professional development.
 - Districts must participate in evaluations or conduct their own evaluations of the effectiveness of the professional development offered by the district.
5. Develop or implement a rigorous, transparent, and fair annual evaluation system for teachers and principals that differentiates effectiveness using multiple rating categories, takes into account data on student growth as a significant factor, and includes multiple observations or examples of actual classroom instruction.
 - *Teacher Evaluations:* Districts may adopt an established national model, which may include, but not be limited to, piloting the Gates tools for teacher evaluations, contracting with the New Teacher Center formative assessment system, or adopting the Teacher Advancement Program (TAP) model, or districts may design a comparably rigorous, locally developed evaluation system.
 - *Principal Evaluations:* Districts may use or adopt an established national model, which may include, but not be limited to, using the evaluation protocol developed by New Leaders for New Schools or using the principal score card developed in the Milwaukee Teacher Incentive Fund (TIF) project, or districts may co-design a comparably rigorous, locally developed evaluation system.
6. Develop a plan to ensure the equitable distribution of effective teachers in high-poverty and high-minority schools.
7. Adopt criteria for principal placement that includes prior evaluations and student achievement indicators, if principals have prior experience.

IV. Turning Around Struggling Schools

1. Implement a response to intervention model that provides diagnostic assessments, core instruction to all students, differentiation strategies, and interventions in reading and mathematics.

2. Where applicable, in the five lowest-achieving schools identified for improvement statewide, implement one of the four federally required school intervention models: turnaround model, restart model, school closure, or transformation model. Based on federal criteria, currently this only applies to schools in the city of Milwaukee.
3. Implement or expand interventions for students who need more academic support and instructional time in at least one of the following areas: extended learning time, enhanced transitions, or intensive interventions.
 - Extended learning time, which may include:
 - a. Additional instructional time in reading, English language arts, or mathematics for struggling students;
 - b. Summer school;
 - c. Saturday school with certified teachers;
 - d. Before- and after-school programs with certified teachers;
 - e. Intercession courses;
 - f. Credit recovery programs;
 - g. Extended school day; or
 - h. Extended school year.
 - Enhanced student transitions, which may include:
 - a. Early college or middle college programs in high school; or
 - b. Advanced Placement, International Baccalaureate, Youth Options or similar programs.
 - Intensive interventions, which may include:
 - a. One-to-one tutoring, or tutoring in small groups of less than 5, with certified teachers; or
 - b. Wraparound services.

V. Science, Technology, Engineering, and Mathematics (STEM)

1. Expanded opportunities for courses in science, technology, engineering, and mathematics, which may include but is not limited to:
 - a. Implementation or expansion of Project Lead the Way, or
 - b. STEM charter schools.

Agreement to Exhibit I:		
For the Participating LEA		For the State
Authorized LEA Signature/Date		Authorized State Signature/Date
Print Name/Title		Print Name/Title

Attachment A – Proposed Base Funding

The chart provides general guidance as to the base funding amount that the LEA may receive upon successful award of the total funding amount requested by the State of Wisconsin. No less than 50 percent of all Wisconsin Race to the Top funds will be distributed via this formula. Participating school district funding amounts may be increased in the event that not all eligible districts opt in to participate. Additionally, this base amount of funding does not reflect additional discretionary funding that may be awarded to districts.

Assumptions:

- (1) all LEAs participate,
- (2) the State is awarded \$250 million, and
- (3) each participating district receives a minimum of \$60,000.

School District/LEA	Estimated Minimum Local Award (based on the Title I formula)
MILWAUKEE	\$ 52,218,603.93
RACINE	\$ 4,476,894.85
MADISON METROPOLITAN	\$ 4,313,056.34
GREEN BAY AREA	\$ 3,719,952.68
KENOSHA	\$ 3,439,842.35
BELOIT	\$ 1,472,477.58
LA CROSSE	\$ 1,178,500.26
APPLETON AREA	\$ 1,168,192.94
WEST ALLIS	\$ 1,051,834.24
JANESVILLE	\$ 1,017,482.93
SHEBOYGAN AREA	\$ 1,016,397.52
WAUSAU	\$ 998,675.44
EAU CLAIRE AREA	\$ 941,889.31
OSHKOSH AREA	\$ 925,306.00
SUPERIOR	\$ 831,662.63
WAUKESHA	\$ 758,305.60
FOND DU LAC	\$ 644,498.76
STEVENS POINT AREA	\$ 626,125.06
MANITOWOC	\$ 615,130.75
MENOMINEE INDIAN	\$ 550,484.27

CHEQUAMEGON	\$	34,280.57
TOMAH AREA	\$	506,727.35
WISCONSIN RAPIDS	\$	499,372.78
MILWAUKEE ACAD OF SCIENCE	\$	458,662.94
WEST BEND	\$	424,641.78
CHIPPEWA FALLS AREA	\$	411,860.18
ANTIGO	\$	409,200.97
NEENAH	\$	406,783.79
HAYWARD COMMUNITY	\$	398,627.42
BRUCE GUADALUPE	\$	381,542.68
ASHLAND	\$	372,587.00
SUN PRAIRIE AREA	\$	361,164.49
BUSINESS & ECONOMICS ACADEMY	\$	354,482.63
WATERTOWN	\$	348,575.89
MENASHA	\$	347,859.74
ADAMS-FRIENDSHIP AREA	\$	347,855.39
CUDAHY	\$	343,970.52
AUGUSTA	\$	333,464.61
MENOMONIE AREA	\$	317,044.52
SOUTH MILWAUKEE	\$	299,586.19
SPARTA AREA	\$	293,711.72
CASHTON	\$	292,819.93
MARSHFIELD	\$	292,025.58
D C EVEREST AREA	\$	288,617.32
MERRILL AREA	\$	278,396.89
DELAVAN-DARIEN	\$	277,802.99
YMCA YOUTH LEADERSHIP ACAD	\$	276,009.49
RHINELANDER	\$	275,863.65
MIDDLETON-CROSS PLAINS	\$	271,501.55
BEAVER DAM	\$	271,411.57
WAUPACA	\$	263,169.56
GREENFIELD	\$	260,856.64
VIROQUA AREA	\$	259,305.17
ELKHORN AREA	\$	257,835.00
WAUWATOSA	\$	254,296.42
LITTLE CHUTE AREA	\$	251,573.28
OAK CREEK-FRANKLIN	\$	249,278.36
ACAD OF LEARNING & LEADERSHIP	\$	248,950.07

MILWAUKEE COLLEGE PREP	\$	238,125.80
WESTFIELD	\$	237,760.27
RICE LAKE AREA	\$	236,391.26
WAUTOMA AREA	\$	234,170.18
SAUK PRAIRIE	\$	233,938.70
WESTBY AREA	\$	229,793.19
STOUGHTON AREA	\$	228,474.44
VERONA AREA	\$	226,698.94
ROYALL	\$	226,291.22
HOLMEN	\$	224,744.10
SHAWANO	\$	222,073.09
BURLINGTON AREA	\$	220,740.07
RICHLAND	\$	212,804.02
MAUSTON	\$	211,989.19
MARINETTE	\$	210,685.33
HILLSBORO	\$	208,637.40
SEEDS OF HEALTH ELEMENTARY	\$	207,007.12
BARABOO	\$	201,929.48
ONALASKA	\$	201,566.44
REEDSBURG	\$	200,338.30
MEDFORD AREA	\$	196,136.31
CENTRAL CITY CYBERSCHOOL	\$	192,124.22
PLATTEVILLE	\$	190,323.28
BELOIT TURNER	\$	189,911.83
HOWARD-SUAMICO	\$	189,811.29
LAKE GENEVA J1	\$	189,306.13
WHITEWATER	\$	189,131.75
CRANDON	\$	187,295.44
ELMBROOK	\$	186,570.59
COLBY	\$	182,363.64
MAPLE	\$	180,337.42
KAUKAUNA AREA	\$	179,820.47
MONROE	\$	176,922.96
WISCONSIN DELLS	\$	176,456.27
PORTAGE COMMUNITY	\$	175,924.43
WEST DE PERE	\$	174,083.77
SPOONER AREA	\$	173,921.80
JEFFERSON	\$	166,567.23

STANLEY-BOYD AREA	\$	166,534.34
BLACK RIVER FALLS	\$	163,620.07
OCONOMOWOC AREA	\$	153,745.92
TWO RIVERS	\$	153,202.28
LOYAL	\$	151,022.16
BARRON AREA	\$	149,525.31
TOMAHAWK	\$	149,125.03
MARKESAN	\$	149,012.09
PRAIRIE DU CHIEN AREA	\$	148,090.51
FORT ATKINSON	\$	146,324.33
ASHWAUBENON	\$	146,025.82
OCONTO FALLS	\$	143,899.07
WAUPUN	\$	143,452.87
PULASKI COMMUNITY	\$	141,104.57
NORWALK-ONTARIO-WILTON	\$	140,837.72
BLAIR-TAYLOR	\$	140,178.04
LADYSMITH-HAWKINS	\$	140,142.05
NEKOOSA	\$	140,001.79
MILTON	\$	139,864.64
NORTHLAND PINES	\$	138,655.74
SEYMOUR COMMUNITY	\$	137,045.32
DURAND	\$	136,978.30
WAUSAUKEE	\$	135,296.51
WESTON	\$	134,747.91
NEW LONDON	\$	134,132.29
CHETEK	\$	133,570.04
DARRELL LYNN HINES ACADEMY	\$	132,592.61
DE FOREST AREA	\$	131,801.36
OWEN-WITHEE	\$	130,352.30
WHITEHALL	\$	130,127.64
MONONA GROVE	\$	127,990.34
SLINGER	\$	127,934.49
PORT WASHINGTON -SAUKVILLE	\$	126,563.62
MENOMONEE FALLS	\$	126,371.23
GRANTON AREA	\$	126,285.59
LAC DU FLAMBEAU #1	\$	125,353.47
DE PERE	\$	124,635.45
FENNIMORE COMMUNITY	\$	124,238.90

PLYMOUTH	\$	123,810.07
DENMARK	\$	123,455.72
EDGERTON	\$	122,652.68
CLINTONVILLE	\$	120,380.71
ALTOONA	\$	119,339.99
THORP	\$	118,669.14
NEW LISBON	\$	116,770.76
FLAMBEAU	\$	115,887.67
MONDOVI	\$	115,624.54
OCONTO	\$	114,784.89
CRIVITZ	\$	114,601.19
WITTENBERG-BIRNAMWOOD	\$	114,455.98
BERLIN AREA	\$	114,141.96
RIVERDALE	\$	113,368.09
BRODHEAD	\$	112,562.57
CADOTT COMMUNITY	\$	111,567.15
GREENWOOD	\$	109,992.10
CHILTON	\$	109,960.45
21ST CENTURY PREP SCHOOL	\$	109,952.38
GRANTSBURG	\$	108,673.97
AMERY	\$	108,664.67
LAKE MILLS AREA	\$	108,569.10
UNITY	\$	107,145.47
SIREN	\$	104,848.68
BOWLER	\$	104,745.66
RIPON	\$	104,018.34
DRUMMOND	\$	103,949.45
WILD ROSE	\$	103,152.00
STURGEON BAY	\$	102,958.99
BAYFIELD	\$	102,541.96
HARTFORD J1	\$	102,494.80
RIVER FALLS	\$	102,005.77
RIVER VALLEY	\$	101,643.35
OSSEO-FAIRCHILD	\$	101,623.49
TENOR HIGH SCHOOL	\$	101,473.93
BROWN DEER	\$	101,115.85
GREENDALE	\$	100,404.04
BLOOMER	\$	100,267.51

SURING	\$	100,166.98
NORTH CRAWFORD	\$	99,004.62
NEW BERLIN	\$	98,978.55
MOUNT HOREB AREA	\$	98,878.02
MANAWA	\$	98,863.13
CUMBERLAND	\$	98,711.08
MOSINEE	\$	98,627.92
WHITNALL	\$	98,253.09
NEILLSVILLE	\$	97,818.68
NECEDAH AREA	\$	97,630.02
KEWASKUM	\$	96,870.42
BRUCE	\$	95,107.34
CAPITOL WEST ACADEMY	\$	94,708.92
LA FARGE	\$	92,927.22
PITTSVILLE	\$	92,876.33
CAMERON	\$	92,822.34
NEW RICHMOND	\$	92,532.52
BONDUEL	\$	91,948.55
SAINT FRANCIS	\$	91,230.53
WEBSTER	\$	89,741.13
NORTH FOND DU LAC	\$	89,726.85
NEW HOLSTEIN	\$	89,567.36
MINOCQUA J1	\$	88,254.20
LANCASTER COMMUNITY	\$	88,002.24
SHOREWOOD	\$	86,602.82
GILMAN	\$	86,111.94
PALMYRA-EAGLE AREA	\$	85,953.07
PHILLIPS	\$	85,822.74
LUXEMBURG-CASCO	\$	85,738.97
DARLINGTON COMMUNITY	\$	83,620.90
NORTHWOOD	\$	83,352.81
CLINTON COMMUNITY	\$	83,222.49
DODGEVILLE	\$	83,010.25
ALMA CENTER	\$	82,822.83
KICKAPOO AREA	\$	82,619.90
COLEMAN	\$	82,418.21
FREDERIC	\$	82,369.18
TRI-COUNTY AREA	\$	82,307.74

PARDEEVILLE AREA	\$	81,991.87
FREEDOM AREA	\$	81,988.76
KEWAUNEE	\$	81,782.73
HAMILTON	\$	81,460.64
WEST SALEM	\$	80,606.10
LAKE GENEVA-GENOA UHS	\$	80,486.32
CASSVILLE	\$	79,810.50
MUSKEGO-NORWAY	\$	78,395.57
GALESVILLE-ETTRICK	\$	78,133.06
PRENTICE	\$	77,745.19
IOWA-GRANT	\$	77,524.26
FRANKLIN PUBLIC	\$	76,883.20
GRAFTON	\$	76,242.75
MONTELLO	\$	76,199.31
HUDSON	\$	76,080.78
ATHENS	\$	75,940.53
BOSCOBEL AREA	\$	75,743.18
ARCADIA	\$	74,434.99
SEVASTOPOL	\$	73,748.00
MAYVILLE	\$	73,648.08
NEW AUBURN	\$	73,522.10
CAMPBELLSPORT	\$	72,618.53
CLAYTON	\$	72,485.72
COLUMBUS	\$	72,347.33
COLFAX	\$	71,945.81
DE SOTO AREA	\$	70,256.58
GLENDALE-RIVER HILLS	\$	70,105.15
LAKE HOLCOMBE	\$	69,916.50
SOUTHERN DOOR	\$	69,176.14
KETTLE MORaine	\$	68,760.34
CORNELL	\$	68,230.36
HORICON	\$	67,751.89
DODGELAND	\$	67,465.80
REEDSVILLE	\$	67,362.78
FOX POINT J2	\$	67,126.96
MERTON COMMUNITY	\$	66,476.59
PESHTIGO	\$	66,335.71
MUKWONAGO	\$	66,132.78

SALEM J2	\$\$	66,097.41
GILLETT	\$\$	66,081.27
ALGOMA	\$\$	65,926.75
OREGON	\$\$	65,923.64
GERMANTOWN	\$\$	65,914.34
WEYAUWEGA-FREMONT	\$\$	65,558.12
MELROSE-MINDORO	\$\$	65,511.57
WILMOT UHS	\$\$	64,995.87
OMRO	\$\$	64,949.32
FLORENCE	\$\$	64,591.87
CUBA CITY	\$\$	64,321.29
BANGOR	\$\$	64,237.51
WRIGHTSTOWN COMMUNITY	\$\$	63,791.93
BOYCEVILLE COMMUNITY	\$\$	63,770.21
SOMERSET	\$\$	63,071.43
SHELL LAKE	\$\$	62,455.19
FALL RIVER	\$\$	62,303.14
HURLEY	\$\$	62,245.43
SENECA	\$\$	61,274.21
CEDARBURG	\$\$	60,877.04
LUCK	\$\$	60,791.40
OSCEOLA	\$\$	60,297.41
MEQUON-THIENSVILLE	\$\$	60,217.35
PARKVIEW	\$\$	60,149.71
ABBOTSFORD	\$\$	60,000.00
ALBANY	\$\$	60,000.00
ALMA	\$\$	60,000.00
ALMOND-BANCROFT	\$\$	60,000.00
ARGYLE	\$\$	60,000.00
ARROWHEAD UHS	\$\$	60,000.00
AUBURNDALE	\$\$	60,000.00
BALDWIN-WOODVILLE AREA	\$\$	60,000.00
BARNEVELD	\$\$	60,000.00
BEECHER-DUNBAR-PEMBINE	\$\$	60,000.00
BELLEVILLE	\$\$	60,000.00
BELMONT COMMUNITY	\$\$	60,000.00
BENTON	\$\$	60,000.00
BIG FOOT UHS	\$\$	60,000.00

BIRCHWOOD	\$	60,000.00
BLACK HAWK	\$	60,000.00
BRIGHTON #1	\$	60,000.00
BRILLION	\$	60,000.00
BRISTOL #1	\$	60,000.00
BROWN CO HCEB	\$	60,000.00
BUTTERNUT	\$	60,000.00
CAMBRIA-FRIESLAND	\$	60,000.00
CAMBRIDGE	\$	60,000.00
CEDAR GROVE-BELGIUM AREA	\$	60,000.00
CENTRAL/WESTOSHA UHS	\$	60,000.00
CLEAR LAKE	\$	60,000.00
COCHRANE-FOUNTAIN CITY	\$	60,000.00
DEERFIELD COMMUNITY	\$	60,000.00
DOVER #1	\$	60,000.00
DOWNTOWN MONTESSORI	\$	60,000.00
EAST TROY COMMUNITY	\$	60,000.00
EDGAR	\$	60,000.00
ELCHO	\$	60,000.00
ELEVA-STRUM	\$	60,000.00
ELK MOUND AREA	\$	60,000.00
ELKHART LAKE-GLENBEULAH	\$	60,000.00
ELLSWORTH COMMUNITY	\$	60,000.00
ELMWOOD	\$	60,000.00
ERIN	\$	60,000.00
EVANSVILLE COMMUNITY	\$	60,000.00
FALL CREEK	\$	60,000.00
FONTANA J8	\$	60,000.00
FRIESS LAKE	\$	60,000.00
GENEVA J4	\$	60,000.00
GENOA CITY J2	\$	60,000.00
GIBRALTAR AREA	\$	60,000.00
GILMANTON	\$	60,000.00
GLENWOOD CITY	\$	60,000.00
GOODMAN-ARMSTRONG	\$	60,000.00
GREEN LAKE	\$	60,000.00
GRESHAM	\$	60,000.00
HARTFORD UHS	\$	60,000.00

HARTLAND-LAKESIDE J3	\$	60,000.00
HERMAN #22	\$	60,000.00
HIGHLAND	\$	60,000.00
HILBERT	\$	60,000.00
HORTONVILLE AREA	\$	60,000.00
HOWARDS GROVE	\$	60,000.00
HUSTISFORD	\$	60,000.00
INDEPENDENCE	\$	60,000.00
INLAND SEAS SCHOOL	\$	60,000.00
IOLA-SCANDINAVIA	\$	60,000.00
ITHACA	\$	60,000.00
JOHNSON CREEK	\$	60,000.00
JUDA	\$	60,000.00
KIEL AREA	\$	60,000.00
KIMBERLY AREA	\$	60,000.00
KOHLER	\$	60,000.00
LAKE COUNTRY	\$	60,000.00
LAKELAND UHS	\$	60,000.00
LAONA	\$	60,000.00
LENA	\$	60,000.00
LINN J4	\$	60,000.00
LINN J6	\$	60,000.00
LODI	\$	60,000.00
LOMIRA	\$	60,000.00
MAPLE DALE-INDIAN HILL	\$	60,000.00
MARATHON CITY	\$	60,000.00
MARION	\$	60,000.00
MARSHALL	\$	60,000.00
McFARLAND	\$	60,000.00
MELLEN	\$	60,000.00
MERCER	\$	60,000.00
MILWAUKEE RENAISSANCE ACADEMY	\$	60,000.00
MINERAL POINT	\$	60,000.00
MISHICOT	\$	60,000.00
MONTICELLO	\$	60,000.00
NEOSHO J3	\$	60,000.00
NEW GLARUS	\$	60,000.00
NIAGARA	\$	60,000.00

NICOLET UHS	\$	60,000.00
NORRIS	\$	60,000.00
NORTH CAPE	\$	60,000.00
NORTH LAKE	\$	60,000.00
NORTH LAKELAND	\$	60,000.00
NORTHERN OZAUKEE	\$	60,000.00
NORWAY J7	\$	60,000.00
OAKFIELD	\$	60,000.00
OOSTBURG	\$	60,000.00
PARIS J1	\$	60,000.00
PECATONICA AREA	\$	60,000.00
PEPIN AREA	\$	60,000.00
PEWAUKEE	\$	60,000.00
PHELPS	\$	60,000.00
PLUM CITY	\$	60,000.00
PORT EDWARDS	\$	60,000.00
POTOSI	\$	60,000.00
POYNETTE	\$	60,000.00
PRAIRIE FARM	\$	60,000.00
PRESCOTT	\$	60,000.00
PRINCETON	\$	60,000.00
RANDALL J1	\$	60,000.00
RANDOLPH	\$	60,000.00
RANDOM LAKE	\$	60,000.00
RAYMOND #14	\$	60,000.00
RIB LAKE	\$	60,000.00
RICHFIELD J 1	\$	60,000.00
RICHMOND	\$	60,000.00
RIO COMMUNITY	\$	60,000.00
RIVER RIDGE	\$	60,000.00
ROSENDALE-BRANDON	\$	60,000.00
ROSHOLT	\$	60,000.00
RUBICON J6	\$	60,000.00
SAINT CROIX CENTRAL	\$	60,000.00
SAINT CROIX FALLS	\$	60,000.00
SCHL FOR EARLY DVLP & ACH	\$	60,000.00
SHARON J11	\$	60,000.00
SHEBOYGAN FALLS	\$	60,000.00

SHIOCTON	\$	60,000.00
SHULLSBURG	\$	60,000.00
SILVER LAKE J1	\$	60,000.00
OLON SPRINGS	\$	60,000.00
SOUTH SHORE	\$	60,000.00
SOUTHWESTERN WISCONSIN	\$	60,000.00
SPENCER	\$	60,000.00
SPRING VALLEY	\$	60,000.00
STOCKBRIDGE	\$	60,000.00
STONE BANK	\$	60,000.00
STRATFORD	\$	60,000.00
SWALLOW	\$	60,000.00
THREE LAKES	\$	60,000.00
TIGERTON	\$	60,000.00
TOMORROW RIVER	\$	60,000.00
TREVOR-WILMOT	\$	60,000.00
TURTLE LAKE	\$	60,000.00
TWIN LAKES #4	\$	60,000.00
UNION GROVE J1	\$	60,000.00
UNION GROVE UHS	\$	60,000.00
VALDERS AREA	\$	60,000.00
WABENO AREA	\$	60,000.00
WALWORTH J1	\$	60,000.00
WASHBURN	\$	60,000.00
WASHINGTON	\$	60,000.00
WASHINGTON-CALDWELL	\$	60,000.00
WATERFORD GRADED J1	\$	60,000.00
WATERFORD UHS	\$	60,000.00
WATERLOO	\$	60,000.00
WAUNAKEE COMMUNITY	\$	60,000.00
WAUZEKA-STEUBEN	\$	60,000.00
WEYERHAEUSER AREA	\$	60,000.00
WHEATLAND J1	\$	60,000.00
WHITE LAKE	\$	60,000.00
WHITEFISH BAY	\$	60,000.00
WILLIAMS BAY	\$	60,000.00
WINNECONNE COMMUNITY	\$	60,000.00
WINTER	\$	60,000.00

WISCONSIN HEIGHTS	\$	60,000.00
WONEWOC-UNION CENTER	\$	60,000.00
WOODLANDS SCHOOL	\$	60,000.00
WOODRUFF J1	\$	60,000.00
YORKVILLE J2	\$	60,000.00
STATEWIDE TOTALS	\$	129,402,292.51

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Race To The Top - Exhibit 1 - Aligned with the Madison Metropolitan School District Strategic Plan

(Strategic Plan references are italicized.)

EXHIBIT I - PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

I. Standards & Assessments

1. Participation in the development of and implementation of a curriculum aligned to the common core standards in English language arts and mathematics.
Curriculum Action Plan, Accelerated Learning #1,4,5,7
2. Use a benchmark assessment system for English language arts and mathematics that allows measurement of growth throughout the school year.
 - Commitment to use growth and/or value-added data analysis tools as one component of measuring school success.
Curriculum Action Plan, Assessment #1,2,3,4

II. Data Systems

1. Develop or enhance local data systems or tools that track student growth and enhance instructional improvement efforts.
Curriculum Action Plan, Assessment #6
Resource/Capacity Action Plan, Prioritize and Allocate Resources, #1, 3
Resource/Capacity Action Plan, Rigorous Evaluation #1, 3, 4, 5, 7
2. Support education research efforts by continuing to provide data currently required by state and federal law.
Curriculum Action Plan, Assessment #6
Resource/Capacity Action Plan, Prioritize and Allocate Resources, #1, 3
Resource/Capacity Action Plan, Rigorous Evaluation #1, 3, 4, 5, 7

III. Effective Teachers and Principals

1. Implement a teacher-mentoring program using an ongoing feedback process that supports teacher growth and development.
 - Teacher mentors must be highly trained, at least partially released from classroom responsibility, and must work with new teachers for at least two years.
 - Districts may develop their own program or contract with training organizations to implement this reform.
Staff Action Plan - Professional Development #5
No direct reference to teacher mentoring in Strategic Plan; we do have a teacher mentoring program.



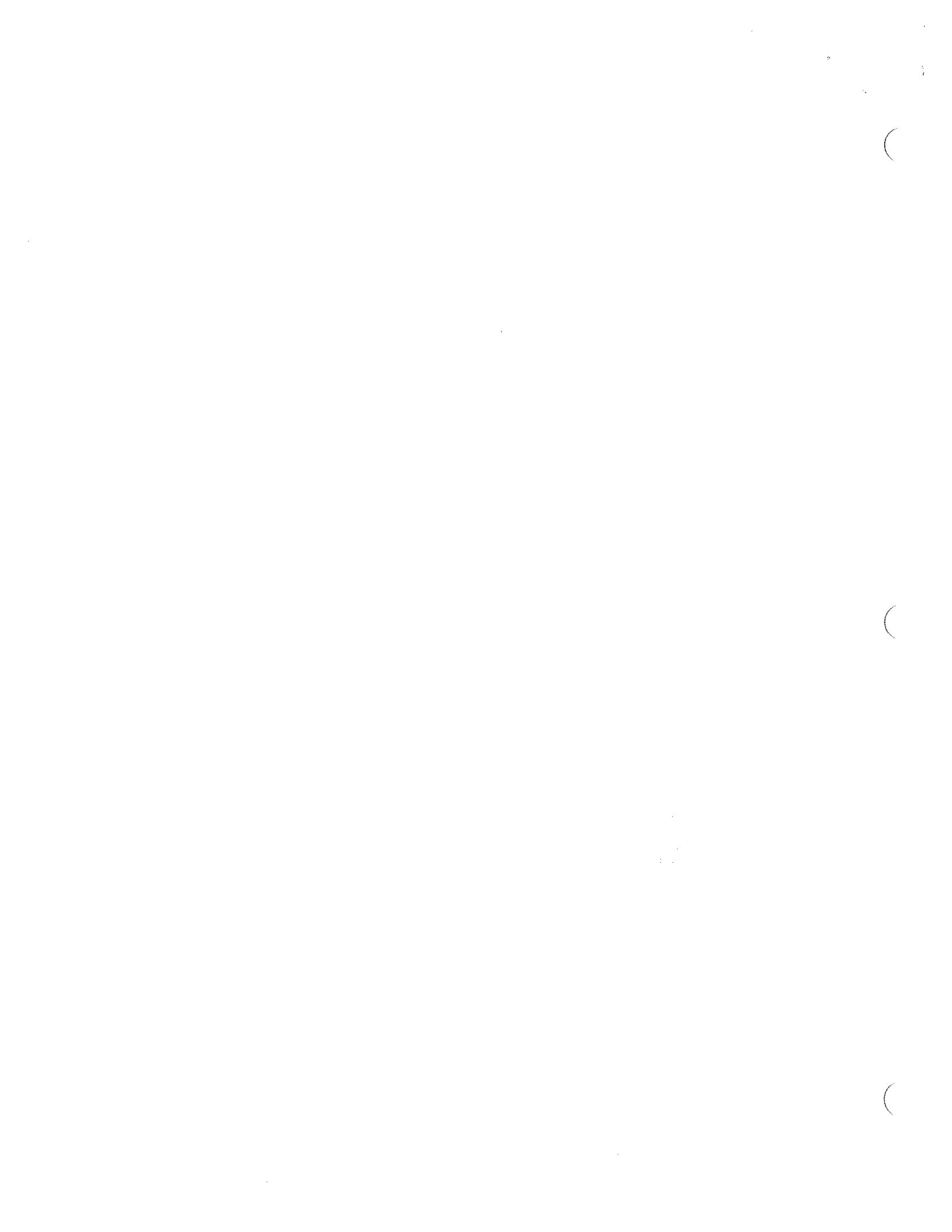
2. Provide school-based coaches who are highly trained and work in classrooms to implement new curriculum and/or instructional strategies as well as to use data effectively to improve instruction.
Staff Action Plan – Professional Development #1, 2, 6

3. Implement a principal mentoring program that includes ongoing feedback and supports principal development.
 - Principal mentors must be highly trained and principal leadership program must be high quality. Programs should address effective use of data and teacher evaluations to inform instructional improvement and staff professional development.
 - Districts may develop their own program or contract with training organizations to implement this reform.
Staff Action Plan – Recruiting and Retaining #10

4. Provide professional development and support to staff to implement new curriculum and/or instructional strategies as well as to use data effectively to improve instruction.
 - Districts must use student achievement data as well as teacher and principal evaluations to inform professional development.
 - Districts must participate in state, regional or local efforts to measure the effectiveness of professional development efforts.
Staff Action Plan – Professional Development #1, 2, 5, 6, 7
Curriculum Action Plan – Assessment #6
Resource/Capacity Action Plan – Rigorous Evaluation #5

5. Develop or implement a rigorous, transparent, and fair annual evaluation system for teachers and principals that differentiates effectiveness using multiple rating categories, takes into account data on student growth as a significant factor, and includes multiple observations.
 - Teacher Evaluations: Districts may pilot the Gates tools for teacher evaluations, contract with the New Teacher Center formative assessment system, adopt the Teacher Advancement Program (TAP) model, or locally design a comparably rigorous evaluation system.
 - Principal Evaluations: Districts may use the evaluation protocol developed by New Leaders for New Schools, use the principal score card developed in the Milwaukee Teacher Incentive Fund (TIF) project, or co-design a comparably rigorous evaluation system.
Staff Action Plan – Professional Development #4

6. Adopt criteria for principal placement that includes prior evaluations and student achievement indicators, if applicable.
No direct reference in Strategic Plan.



IV. Turning Around Struggling Schools

1. Implement a response to intervention model that provides core instruction to all students, differentiation strategies, and interventions in reading, English language arts and mathematics.

Student Action Plan – Achievement for All Students #3, 5

2. Implement or expand interventions for students who need more academic support and instructional time in at least one of the following areas: extended learning time, enhanced transitions, or intensive interventions.

- i. Extended learning time, which may include:
 - Additional instructional time in reading, English language arts and/or mathematics for struggling students;
 - Summer school;
 - Saturday school with certified teachers;
 - Before- and after-school programs with certified teachers;
 - Intercession courses;
 - Credit recovery programs
 - Extended school day; or
 - Extended school year.
- ii. Enhanced student transitions, which may include:
 - Early college or middle college programs in high school;
 - Advanced Placement, International Baccalaureate, Youth Options or similar programs.
- iii. Intensive interventions, which may include:
 - One-on-one tutoring with certified teachers;
 - Wraparound services.

*Student Action Plan – Achievement for all Students - #4
Curriculum Action Plan – Flexible Instruction #5*

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