

Return to: Diane Stuehmer, Title I Director
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

NDE 04-____
Due: _____

ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: **Alliance Public Schools**

County-District Number: **07-0006**

Introduction

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

Tier I Schools means the five (5) lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

Tier II Schools shall mean the 15 (which is equal to 5%) lowest ranked secondary schools where the "all students" group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above 15 schools.

Tier III Schools means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). Districts may submit applications that contain Tier III schools but

all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has received a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Nebraska has also received a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE’s American Recovery and Reinvestment Act (ARRA) and the Title I homepage at: http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at: <http://www2.ed.gov/programs/sif/index.html>.

Use of Funds

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model. Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities approved in the school’s Title I Accountability Funds application. Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.

Districts must demonstrate capacity to fully implement the selected intervention model within the three years of funding of these grants.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to

managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Available Funds

For the three year grants that begin in 2010-11, Nebraska received \$14,753,171 from the American Recovery and Reinvestment Act (ARRA) and \$2,684,135 from ESEA for these Section 1003(g) funds. The ARRA funds are a one-time allocation to the State. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. Both the ARRA and ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2010-11, 2011-12 and 2012-13. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school. There is a minimum of \$500,000 per year per school. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

Continued Funding

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

Supplement, not supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Letter of Intent to Apply

After notification of eligibility for an ESEA Section 1003(g) School Improvement Grant, a district must submit the Intent to Apply letter by May 15, 2010 notifying the Title I Office whether or not it will apply for every Tier I school or for a grant for a Tier II or Tier III school(s). The Intent to Apply letter must identify the school(s) the district intends to serve with the SIG funds. Letters of Intent must be signed by the authorized representative and submitted to Diane Stuehmer, Title I Director, electronically at diane.stuehmer@nebraska.gov or faxed to 402-471-0117.

Application Writing Assistance

NDE will provide a one-day application writing conference. The date and location will be announced once the Letters of Intent are all submitted. All districts that intend to apply must attend this workshop.

Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

Application Approval Process

Nebraska will convene a panel of district and NDE staff with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes more than one school and may include schools from any or all of the three Tiers. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank ordered by the total scores. The highest ranking Tier I and Tier II schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution relative to size of school or geographic location.

Schools that are finalists must participate in a team interview with NDE staff either on-site or via polycom. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

Applications Timelines

Applications are due by midnight (Central Daylight Savings Time) on June 24, 2010 and should be submitted electronically to: diane.stuehmer@nebraska.gov. In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director
Nebraska Department of Education
301 Centennial Mall South

PO BOX 94987
Lincoln, NE 68509

Application Contents

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:
http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html or
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant
- A copy of each school's Profiles from the State of the Schools Report for 2007-08 and 2008-09.

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name: Alliance Public Schools County/District Number: 07-0006	District Mailing Address: 1604 Sweetwater Ave. Alliance, NE 69301
District Contact for the School Improvement Grant Name: Dr. Daniel J. Hoelsing Position and Office: Superintendent Contact's Mailing Address: 1604 Sweetwater Ave. Alliance, NE 69301 Telephone: (308) 762-5475 Fax: (308) 762-8249 Email address: dhoelsing@aps.k12.ne.us	
President of the School Board (Printed Name): Tim Kollars	Telephone: (308) 762-5475
Signature of the President of the School Board X _____	Date:
Authorized Representative of the District (Printed Name): Dr. Daniel J. Hoelsing	Telephone: (308) 762-5475
Signature of the Authorized Representative: X _____	Date:
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transformation
Alliance Middle School		X					X
Alliance High School		X					X

A.2. If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a district level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

In reviewing the options available to school districts in Nebraska, the board, staff, and administration of Alliance Public Schools has selected the Transformation Model to guide their efforts to improve student achievement and increase the number of students who will meet the AYP federal requirements. The Transformation Model compliments the work in progress in the district and outlined in the strategic plan included in the appendix of this application.

The strategic plan provides an opportunity for the board of education to communicate in a more transparent environment. The use of the district website has enhanced our ability to communicate more effectively both inside and outside of the district's four walls. The use of the "Virtual Board" room has provided greater transparency and promoted a spirit of collaboration within the district. In the second year of this process, the board of education will expand their participation in the strategic planning process and plan to use the support of Innovation Labs during the 3rd and 4th years to greatly enhance the staff and community's involvement in the process and increase our awareness of the need to provide greater operational flexibility in staffing, programs, scheduling, calendars/time, and budgeting options in providing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation and college entrance rates.

The Transformation Model requires the replacement of the building principal. The district has taken steps to reorganize and replace the building principals at the Middle and High school buildings and is continuing to advance the educational programs and staff development processes instituted during the 2009-10 school year. The board of education has adopted the use of the Nebraska Standards Assessment system (NeSA-R, NeSA-W, and NeSA-M) as its criterion referenced assessment to evaluate student mastery of state standards in the areas of language arts, writing and math. In addition, the district has adopted the use of the NWEA-MAPS adaptive assessment for its norm-referenced assessment instrument. If funded, the district is planning on implementing an intervention project manager coordinate, guide, and implement school improvement, staff development, and programs at both the middle and high school buildings.

During the 2009-10 school year, the district adopted the use of incentive plans to reward employees for attaining goals or supporting goals and action plans identified in the board strategic plan. In May, the district provided the first year of APL training for all certificated staff members in the district. This 5-Day intensive training provided our staff with knowledge and skills to create highly engaged classrooms, improve student behavior, implement effective learning systems, provided additional insight on effective strategies to extend learning beyond the regular school day, and engage parents as active participants in their child's education. The non-punitive system used to manage student behavior empowers both the child and the teacher in establishing desired behaviors and managing the boundaries. In addition to the APL strategies, the district will be completing a cultural assessment through HUMANeX Ventures to determine improve our awareness and response to the varied needs within our district.

In June, the administrative team participated in the first two days of a four-day training process to learn how to recruit, select, develop, and retain highly effective

employees. This training, conducted by HUMANeX Ventures, provided the administration with the knowledge and skills to pre-screen the candidate pool, objectively score candidates during an interview process and rank candidates according to “best fit”.

During the summer, the four core areas of language arts, math, science, and social studies, met to align curriculum with assessments and decided on the lesson plan platform that embraced both the practice of alignment and the APL strategies adopted from the workshop. This system will allow our staff to identify where, when, and how standards were taught, review student scores on the criterion and norm referenced assessments, and determine the recommended course for effective instruction in the future.

In addition, the staff from both the middle and high school buildings have begun working through the RTI model to better serve the students in their least restrictive environment and ensure that limited English proficient students acquire language skills to master academic content. The use of laptop computers, integrated in the classroom for both instruction and assessment, is integral to our programs. The online lesson plan system, electronic student management system which provides support for student schedules, to do lists, homework help, note taking and citation software, and student online student assessments make the portable technology a requirement for success in school. This interactive platform promotes student engagement, access to courseware, homework help, and access to fully interactive online high school and college credit offerings.

The addition of polycom systems will provide our students with additional opportunities for courses at both the remedial and advanced levels as well as support for classes for students enrolled in the alternative education program. We began installing the classroom projectors and interactive white boards during the 2009-10 school year and hope to complete this installation in all learning spaces in the middle and high school buildings. The support for this additional technology focus will come from a variety of sources, but the two most sustainable programs are the “just in time” video productions and the use of technology team trainers. The tech team trainers are the identified classroom teachers and administrators who have aptitude and willingness to work with their colleagues to set up grade books, lesson plans, development online curriculum, implement the use of projectors and interactive white boards, etc...

All of these systems are dependent on the equipment required for portable access to the network. The laptops and iPADS identified in this project require access to the network for communication, information, and assessment purposes. The number of systems accessing the network will require a robust and secure network at both the middle and high school buildings. Access to online courseware, college credit offerings, and teacher-generated materials are just a few of the growing resources available to enhance the learning environment for our students. The T+L and NETA annual workshop provides school districts with access to information, programs, technologies, and pedagogy that makes learning come to life in the classroom.

The middle and high school schedules for the 2010-11 school year embrace the flexibility and benefits of both the 8-period and block scheduling options. Three days per week, the schedule is an 8-period traditional day. Two days each week, the schedule supports longer class periods that provide additional support for the use of labs, technology, research, individualized support, deeper curriculum study, etc... The block schedule also supports the inclusion of the advisor-advisee program. This program will operate as a mentoring system for all students based on the philosophical approach of 8-to-Great and the positive behavior support (PBS) system.

- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors might include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

The district adopted and implemented a comprehensive school improvement plan during the 2009-10 school year. This plan provides evidence of not only the ability to support these activities, but the willingness to implement researched-based process aimed at substantially improving student achievement for both the middle and high school students. Their willingness to provide flexible scheduling, staff development and professional learning communities, adoption of rigorous assessments, commitment to recruiting, selecting, developing and retaining quality employees also provides a high level of confidence in our ability to provide an engaging curriculum and increased parent/community partnerships.

- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity might address the same factors listed above.

There are no Tier I schools in the district.

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

All external staff development providers used in this proposal are researched based companies with a long history of success within the state of Nebraska:

APL Associates have been working with numerous schools especially in northeast Nebraska and in thousands of schools across the country. They are the intervention specialists for the Wayne State College Northeast Nebraska Teacher Academy Program. Their role in our schools improvement plan is to provide researched based instructional strategies to promote highly engaged learning environments.

Innovation Labs has been used extensively by the Nebraska Department of Education to coordinate improvement efforts on a state level and encourage collaboration from large and diverse populations across the State. They will provide support for our expanded efforts to engage our community and increase our awareness of the changing needs and 21st century skill requirements.

MK Mueller, 8-to-Great, is a Nebraska based professional who works closely with mentoring programs across the Nebraska. She has done tremendous work in Alliance where student engagement and self-worth are at the heart of our efforts to improve student achievement.

- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

The strategic plan included in the appendix of this application has included all district personnel in the development, adoption, and implementation phases. K-12 teachers are engaged in promoting student achievement in the elementary buildings and staff teaching in the non-core academic areas have been equally involved in curriculum alignment, RTI, and APL training. All staff will be involved in the adoption and implementation of the CLPS lesson plan and curriculum map program and currently support the online student information system. See the attached strategic plan for more details explaining the commitment and involvement from all staff at all levels.

- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

The Transformational Model does not require increasing school time or a significant change in school governance requiring the district to modify existing school practices or policies at this time. The board of education did, however, approve a change in scheduling at the high school to allow the implementation of a modified block schedule for the 2010-11 school year.

- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

The district has selected processes to promote professional development for staff at the middle and high school buildings. The district strategic plan included in the appendix provides greater detail in the methods used in creating sustainable practices. The improvement of adults, teachers, para-educators, and parents, in the district is the key component to providing increased quality in opportunities for students. These efforts will provide the support and expectation beyond the life of the grant program.

In addition, the expansion of the distance education programs supported by the State of Nebraska through the Lottery Program will provide the necessary support to sustain the district's efforts in technology. These incentives provide \$2,000 per class sent or received. The equipment provided in this grant along with the present distance education equipment has the capacity to provide \$160,000 per year just through the incentive program alone. In addition, the shared costs, by participating districts, have the potential of providing more than twice the money generated through the State's incentive program.

- B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that

receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

NOTE: Districts applying for ESEA Section 1003(g) funds will need to submit goals for increasing the student performance in Reading by October of 2010 after baseline data is established for each school and group using NeSA-R (Reading) and NeSA-AAR (alternate assessment Reading). Districts will establish goals for Math for the 2010-11 school year using existing assessment results. The statewide averages for Math gains are provided below the Goals chart.

If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Increase 10% Annually
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Increase 10% Annually
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Fewer NOT MET AYP decisions
Graduation rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
College enrollment rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Increase in percentage of English Language Learners that reach or 5 on ELDA (if applicable) Levels 4
Leading Indicators	Measureable improvement from	Measureable improvement from

(includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	previous year (or baseline for initial year of grant)	previous year (or baseline for initial year of grant)
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Measurable improvement from previous year (or baseline data for initial year of grant)

Statewide Average Gain – Math (2008-09 AYP Data)	
Group	Percentage points
All Students	1.37
American Indian/Alaska Native	1.80
Asian or Pacific Islander	-.01
White, Not Hispanic	1.26
Black, Not Hispanic	3.39
Hispanic	1.49
Students eligible for free and reduced lunch	2.03
Special Education Students	3.12
English Language Learners	2.33

B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

PART C. DISTRICT BUDGET

A district budget is needed only if the district is requesting funds for district support for the school(s) to assist in implementing one of the models as identified in question B.1. above. District costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000

to \$2,000,000) per school and must clearly be district level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant.

In reviewing the options available to school districts in Nebraska, the board, staff, and administration of Alliance Public Schools has selected the Transformation Model to guide their efforts to improve student achievement and increase the number of students who will meet the AYP federal requirements. The Transformation Model compliments the work in progress in the district and outlined in the strategic plan included in the appendix of this application.

The strategic plan provides an opportunity for the board of education to communicate in a more transparent environment. The use of the district website has enhanced our ability to communicate more effectively both inside and outside of the district's four walls. The use of the "Virtual Board" room has provided greater transparency and promoted a spirit of collaboration within the district. In the second year of this process, the board of education will expand their participation in the strategic planning process and plan to use the support of Innovation Labs during the 3rd and 4th years to greatly enhance the staff and community's involvement in the process and increase our awareness of the need to provide greater operational flexibility in staffing, programs, scheduling, calendars/time, and budgeting options in providing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation and college entrance rates.

The Transformation Model requires the replacement of the building principal. The district has taken steps to reorganize and replace the building principals at the Middle and High school buildings and is continuing to advance the educational programs and staff development processes instituted during the 2009-10 school year. The board of education has adopted the use of the Nebraska Standards Assessment system (NeSA-R, NeSA-W, and NeSA-M) as its criterion referenced assessment to evaluate student mastery of state standards in the areas of language arts, writing and math. In addition, the district has adopted the use of the NWEA-MAPS adaptive assessment for its norm-referenced assessment instrument. If funded, the district is planning on implementing an intervention project manager coordinate, guide, and implement school improvement, staff development, and programs at both the middle and high school buildings.

During the 2009-10 school year, the district adopted the use of incentive plans to reward employees for attaining goals or supporting goals and action plans identified in the board strategic plan. In May, the district provided the first year of APL training for all certificated staff members in the district. This 5-Day intensive training provided our staff with knowledge and skills to create highly engaged classrooms, improve student behavior, implement effective learning systems, provided additional insight on effective strategies to extend learning beyond the regular school day, and engage parents as active participants in their child's education. The non-punitive system used to manage student behavior empowers both the child and the teacher in establishing desired behaviors and managing the boundaries. In addition to the APL strategies, the district will be completing a cultural assessment through HUMANeX Ventures to determine improve our awareness and response to the varied needs within our district.

In June, the administrative team participated in the first two days of a four-day training process to learn how to recruit, select, develop, and retain highly effective employees. This training, conducted by HUMANeX Ventures, provided the administration

with the knowledge and skills to pre-screen the candidate pool, objectively score candidates during an interview process and rank candidates according to “best fit”.

During the summer, the four core areas of language arts, math, science, and social studies, met to align curriculum with assessments and decided on the lesson plan platform that embraced both the practice of alignment and the APL strategies adopted from the workshop. This system will allow our staff to identify where, when, and how standards were taught, review student scores on the criterion and norm referenced assessments, and determine the recommended course for effective instruction in the future.

In addition, the staff from both the middle and high school buildings have begun working through the RTI model to better serve the students in their least restrictive environment and ensure that limited English proficient students acquire language skills to master academic content. The use of laptop computers, integrated in the classroom for both instruction and assessment, is integral to our programs. The online lesson plan system, electronic student management system which provides support for student schedules, to do lists, homework help, note taking and citation software, and student online student assessments make the portable technology a requirement for success in school. This interactive platform promotes student engagement, access to courseware, homework help, and access to fully interactive online high school and college credit offerings.

The addition of polycom systems will provide our students with additional opportunities for courses at both the remedial and advanced levels as well as support for classes for students enrolled in the alternative education program. We began installing the classroom projectors and interactive white boards during the 2009-10 school year and hope to complete this installation in all learning spaces in the middle and high school buildings. The support for this additional technology focus will come from a variety of sources, but the two most sustainable programs are the “just in time” video productions and the use of technology team trainers. The tech team trainers are the identified classroom teachers and administrators who have aptitude and willingness to work with their colleagues to set up grade books, lesson plans, development online curriculum, implement the use of projectors and interactive white boards, etc...

All of these systems are dependent on the equipment required for portable access to the network. The laptops and iPADS identified in this project require access to the network for communication, information, and assessment purposes. The number of systems accessing the network will require a robust and secure network at both the middle and high school buildings. Access to online courseware, college credit offerings, and teacher-generated materials are just a few of the growing resources available to enhance the learning environment for our students. The T+L and NETA annual workshop provides school districts with access to information, programs, technologies, and pedagogy that makes learning come to life in the classroom.

The middle and high school schedules for the 2010-11 school year embrace the flexibility and benefits of both the 8-period and block scheduling options. Three days per week, the schedule is an 8-period traditional day. Two days each week, the schedule supports longer class periods that provide additional support for the use of labs, technology, research, individualized support, deeper curriculum study, etc... The block schedule also supports the inclusion of the advisor-advisee program. This program will operate as a mentoring system for all students based on the philosophical approach of 8-to-Great and the positive behavior support (PBS) system.

C.2. Complete the District Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the district.) The link to all Budget Forms is found at: http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

PART D. ASSURANCES

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements; **YES**
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds; **YES**
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and **YES**
- (4) Report to the NDE the school-level data required under section III of the final requirements. **YES**

PART E. WAIVERS

Check each waiver that the district will implement.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and Budget forms are designed for each intervention model. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the plan approved for the school's Title I Accountability funds under Section 1003(a). These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:

http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html or
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2007-08 and 2008-09. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:

<http://reportcard.nde.state.ne.us/Main/Home.aspx>

Complete the table below using 2008-09 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	4.25
(2) Graduation rate (AYP graduation rate for high schools only)	98.01
(3) College enrollment rate (high schools only)	78%
Leading Indicators	
(4) Number of minutes within the school year	67260
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only) 47 classes were taken for college credit during 2008-09 school year	8.75%
(6) Dropout rate (total for high schools only) 12 of 537	2.23%
(7) Student attendance rate	90.64
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	189
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the

Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

According to 2008-08 Nebraska State of the Schools Report, the data reflects the need to focus on improving student performance in language arts and math for students at the middle and high school levels. The Transformation Model selected by the board and staff at Alliance provides the greatest potential for improving the areas identified by the state of the schools report and the consolidated data collection.

Percentage of Students Meeting Standards - Reading

GRADE	03	04	05	06	07	08	11
<u>All Students (including ELL and Special Education)</u>	81.25%	86.11%	74.68%	87.50%	92.79%	79.82%	75.00%
<u>Special Education Students</u>	40.00%	66.67%	46.15%	83.33%	77.27%	42.11%	58.33%
Gender							
<u>Male</u>	74.00%	84.48%	70.83%	89.58%	89.23%	75.00%	68.18%
<u>Female</u>	87.10%	88.00%	80.65%	85.71%	97.83%	84.91%	81.43%
Race / Ethnicity							
<u>American Indian / Alaska Native</u>	85.71%	NA	NA	NA	NA	60.00%	NA
<u>White, Not Hispanic</u>	84.21%	86.76%	78.95%	90.77%	95.18%	87.14%	78.70%
<u>Hispanic</u>	64.71%	81.25%	64.71%	82.14%	73.33%	70.83%	66.67%
<u>Free / Reduced Priced Meals</u>	74.24%	83.87%	71.43%	78.72%	89.36%	71.74%	53.57%

Percentage of Students Meeting Standards - Mathematics

GRADE	03	04	05	06	07	08	11
<u>All Students (including ELL and Special Education)</u>	92.04%	96.33%	73.42%	80.39%	58.72%	87.27%	68.84%
<u>Special Education Students</u>	81.25%	85.71%	28.57%	63.64%	21.05%	52.63%	53.85%

Gender							
<u>Male</u>	92.16%	96.55%	66.67%	81.25%	58.46%	83.93%	65.67%
<u>Female</u>	91.94%	96.08%	83.87%	79.63%	59.09%	90.74%	71.83%
Race / Ethnicity							
<u>American Indian / Alaska Native</u>	100.00%	NA	NA	NA	NA	73.33%	NA
<u>White, Not Hispanic</u>	92.11%	95.65%	75.00%	88.89%	69.62%	93.06%	75.23%
<u>Hispanic</u>	88.24%	96.88%	83.33%	67.86%	17.65%	78.26%	42.86%
<u>Free / Reduced Priced Meals</u>	91.04%	95.24%	66.67%	64.44%	47.83%	80.85%	48.28%

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

The Transformational Model selected will provide the support for continuing the process identified in the 2009-10 school year. The model is in alignment with the goals and action plans outlined in the district strategic plan included in the appendix of this grant application.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

The information included below from the Nebraska State of the Schools report from 2008-09 indicates that the district has a highly veteran staff. In addition, the majority of the staff, identified with at least a Master’s degree, is assigned to the middle and high school buildings. The professional development activities outlined in this proposal are consistent with the areas identified in the strategic plan and supported throughout the intervention model selected for this proposal.

Teachers Count and Teachers with Master's Degree

Years	Total Teacher Count		Total Teachers with Master's Degrees		Percentage of Teachers with Master's Degrees	
	State	District	State	District	State	District
1998-1999	19,907.64	140.00	8,391.00	62.00	36.04%	41.61%
2003-2004	19,949.98	126.05	7,774.00	54.00	38.00%	42.52%
2005-2006	23,586.92	122.75	9,610.00	53.00	39.08%	43.09%
2006-2007	23,839.21	128.65	9,833.00	52.00	39.65%	39.39%
2007-2008	24,193.13	123.35	10,242.00	54.00	40.80%	41.86%
2008-2009	24,331.56	112.55	10,712.00	46.00	42.41%	39.66%

Average Years of Teaching Experience

Years	State	District
1998-1999	15.39	16.24
2003-2004	15.59	18.19
2005-2006	15.62	19.05
2006-2007	15.49	18.63
2007-2008	15.30	19.01
2008-2009	15.19	18.34

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

During June, 2010, the middle and high school teachers aligned the district’s curriculum with the Nebraska State Standards. The areas of language arts and math are in alignment with the Nebraska standards and the science teachers have just completed alignment with the Nebraska Draft standards.

In addition, the board of education adopted the use of the NWEA-MAPS assessment as the district norm-referenced assessment and the students completed the baseline data in the spring of 2010. The CLPS lesson planning system and curriculum map program will provide support to track the instructional processes used at all levels in support of increased student achievement. This system will

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and

the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

The school district strategic plan included in the appendix of this application highlights the strengths of the Transformational Intervention Model. The strategic plan outlines in great detail the action plan adopted in October of 2009 and provides guidance for the school district in our school improvement efforts. In addition, the plan adopted by the school board has replaced our NCA plan and approved by the accreditation team at our last visitation.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

The board of education, district administrative team, and faculty representatives from each building were included in developing the district strategic plan. The initial meeting was conducted on October 27, 2009. Following the initial meeting, all information was presented to all district employees and posted on the district website for public comment. The strategic plan was publically reviewed at 5 regular school board meetings before formally adopted on February 8, 2010. The Alliance Public Schools strategic plan is attached in the appendix for your review.

A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure

- they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and*
- (E) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*
- (ii) Permissible activities. *An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--*
- (A) *Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;*
- (B) *Instituting a system for measuring changes in instructional practices resulting from professional development; or*
- (C) *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*
- (2) Comprehensive instructional reform strategies.
- (i) Required activities. *The LEA must--*
- (A) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and*
- (B) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*
- (ii) Permissible activities. *An LEA may also implement comprehensive instructional reform strategies, such as--*
- (A) *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*
- (B) *Implementing a schoolwide "response-to-intervention" model;*
- (C) *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;*
- (D) *Using and integrating technology-based supports and interventions as part of the instructional program; and*
- (E) *In secondary schools--*
- (1) *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*
- (2) *Improving student transition from middle to high school through summer transition programs or freshman academies;*
- (3) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*

(4) *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. *The LEA must--*

(A) *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*

(B) *Provide ongoing mechanisms for family and community engagement.*

(ii) Permissible activities. *An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--*

(A) *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*

(B) *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*

(C) *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*

(D) *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

(4) Providing operational flexibility and sustained support.

(i) Required activities. *The LEA must--*

(A) *Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and*

(B) *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).*

(ii) Permissible activities. *The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--*

(A) *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*

(B) *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to fully implement the intervention model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Alliance Public School	
Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.	
Activity	Replace the building principals at Alliance Middle School (AMS) and Alliance High School (AHS) and install program intervention specialists at each level to oversee the implementation of the Transformation Intervention Model. The board of education has established an incentive plan for all district administrators. Goals for administrators are determined from the district strategic plan and rewarded in the year following completion of the identified goals.
Key steps	<ol style="list-style-type: none"> 1. Develop/update job descriptions for the building principals and determine incentive program for each building principal. 2. Recruit/select/re-appoint building principals for the 2010-11 school year. 3. Establish positions for PLAS intervention specialists or project managers to coordinate school improvement process and ensure integrity of the grant proposal at the middle and high school levels.

	<p>4. Implement HUMANeX Ventures training to recruit, develop, evaluate, and retain quality leaders in the district.</p> <p>5. Develop and implement staff development and employee evaluation programs.</p> <p>6. Provide updates to the board of education on a monthly basis and conduct an annual review of the district strategic plan and increase participation and input from stakeholders within the school and community.</p>
Start Date	September 1, 2010
Full implementation date	January 1, 2011
Person(s) responsible	District Leadership Team (DLT) made up of Board/Admin/Building Reps.
Monitor and evaluate	<p>Evaluation of job performance will be completed at the end of each semester throughout the duration of the grant period.</p> <p>Provide monthly updates to the board of education a monthly basis and an annual review of the district strategic plan.</p>
Cost for three years	<p>\$690,000: 2 Intervention Project Managers (Annual Salary 90,000, benefits 25,000)</p> <p>\$69,000: (\$5,000 annually for each (4) the building administrator at the middle and high school + additional withholdings of 15% = \$3000) The school district paid \$2,000 each for the 2009-10 school year.</p> <p>19,500 HUMANeX Ventures contract (\$6,500 per year for three years) 2009-10 School cost: \$17,000 first year administrative training</p>
Transformation Intervention Model - 2	
<p>Requirement (1B): Developing and increasing teacher and school leader effectiveness</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement</p>	
Activity	The district adopted the NeSA-R, NeSA-M, and NeSA-W as their criterion referenced assessment and the NWEA-MAPS adaptive measure as their district norm-referenced assessment. The district will implement APL as their classroom/curriculum intervention and alignment model. In addition, the district is in the process of developing standards and intervention strategies in their RTI process. Lesson plan development will be completed

	<p>and submitted on an electronic system designed to track each lesson and standard taught. HUMANeX Ventures and APL Associates will collaborate with the district leadership team to design rigorous, transparent, and equitable teacher/principal evaluation instruments taking into account data on student growth, multiple observation-based assessments and ongoing collections of professional practice reflective of student achievement. These district assessments along with local assessments implemented routinely to reinforce learning and check for understanding will promote student confidence and positively impact high school graduation rates.</p>
Key steps	<ol style="list-style-type: none"> 1. Conduct annual APL training sessions to improve lesson design, classroom management, student engagement, and intervention strategies. 2. Conduct climate/culture assessment through HUMANeX Ventures and improve our awareness and need to develop a strategic plan to build on strengths and improve areas of weakness identified in the process. 3. Develop and align curriculum, assessments and response to intervention model. 4. Train and implement the electronic lesson plan system to connect teaching, learning, and assessment practices in a meaningful way. 5. Develop an employee performance appraisal system focused on student performance based on a collection of professional practices, student interviews, and classroom interventions.
Start Date	5/1/2010
Full implementation date	9/1/2012
Person(s) responsible	DLT (Board, Administrators, Building Representatives)
Monitor and evaluate	Annually
Cost for three years	<p>\$51,000 APL Training (\$37,500 @ \$2,500 per day, estimated expenses @ \$4,500 per year for three years)</p> <p>\$10,500 CLPS Software (\$1,000 initial setup fee, \$500 for training, \$1,500 annually for first 45 teachers, \$1,500 annually for next 100 teachers)</p> <p>HUMANeX Ventures costs are included in another section</p>
Transformation Intervention Model - 3	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in</p>	

<p>implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p>NOTE: This requirement is an option for Tier III schools.</p>	
Activity	Expand the district/building level strategic plans, expand the use of the district website as a tool to increase transparency and develop and implement a staff incentive plan to reward progress in the identified areas of focus. In addition, the district will develop and adopt an evaluation system with a focus on student growth directly related to teacher and administrator performance.
Key steps	<ol style="list-style-type: none"> 1. Contract with Innovation Labs to do strategic planning workshops for two years to provide an opportunity for expanded input from staff and community members and increase their level of support for the district/building goals. 2. Develop and implement an incentive plan to identify areas of focus and a fair compensation or reward system. The negotiated agreement with the Alliance Teachers Association specifically addresses the board's responsibility to develop and implement an incentive plan for identified areas of focus. 3. Develop and adopt administrator and teacher evaluation tools directly related to teacher and administrator influence on student performance and student growth. 4. Provide additional training and/or remediation for staff members whose students are not performing at a proficient level, conduct a fair appraisal of their performance based on their students' performance scores, and remove those who demonstrate an inability or unwillingness to improve their professional practices.
Start Date	<p>Incentive Plan: October 2010</p> <p>Innovation Labs Strategic Planning Sessions: August 2011 and August 2012</p>
Full implementation date	October 2012
Person(s) responsible	District Leadership Team
Monitor and evaluate	<p>Annual review of teacher incentive plan is required in the teacher master agreement.</p> <p>Annual review of District Strategic Plan</p> <p>Teacher and administrator evaluation process</p>
Cost for three years	62,100 Incentive Plan (\$18,000 per year for three years, 15% additional withholdings \$2,700 annually)

	Innovation Labs: Cost is included in another section of this plan.
Transformation Intervention Model - 4	
Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	The district is in the process of training and implementing the HUMANeX Ventures Program to promote the effective recruitment, selection, development and retention of quality employees. The entire instructional staff and administration completed an intensive 5-Day APL in May of 2010 focused on the development and implementation of effective instructional and classroom management strategies. In addition, the language arts, math, science, and social studies teachers spent the month of June, 2010 reviewing student performance data and aligning their curriculum with the district adopted criterion and norm-referenced assessments. During the 2009-10 school year, staff attended RTI workshops and will be continuing to develop and implement the program at the middle and high school buildings during the 2010-11 school year.
Key steps	<ol style="list-style-type: none"> 1. Conduct training of administrators responsible for recruitment, selection, development, and retention of certificated employees. 2. Conduct APL training of all staff, determine priority of selected classroom interventions, implement the selected APL strategies and demonstrate proficiency in implementing instructional strategies. 3. Alignment of curriculum to state and district standards in the four core areas of reading/language arts, math, science, and social studies. 4. Train and implement the adopted RTI model at the middle and high school buildings.
Start Date	August 2009
Full implementation date	December 2010
Person(s) responsible	Building and Special Education Administrators and Response to Intervention Team.
Monitor and evaluate	HUMANeX Ventures: Program specialists from HUMANeX Ventures closely monitor and conduct periodic reviews of the interview, candidate scoring, and selection process.

	<p>APL implementation is tracked through the CLPS lesson plan system. APL associates review selected lesson plans and provide consultative services to assist the principals with improving teacher planning and implementation of the program. In addition, follow-up training will be provided annually.</p> <p>RIT implementation is monitored and evaluated on an annual basis. Individual student IEP's are reviewed on an annual basis and program direction will be impacted by the needs identified within the individual IEP reviews.</p>
Cost for three years	Cost neutral or included in another section
Transformation Intervention Model - 5	
<p>Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school</p>	
Activity	<p>Alliance Public Schools has adopted a comprehensive strategic plan process that provides the focus for improvement efforts in the school and connection with the community. During the 2009-10 and 2010-11 school years, this local planning process will provide the foundation for success necessary for us to embrace the innovation and flexibility of the transformation school model. During the 2011-12 and 2012-13 school years, the district will expand their planning model with the assistance of Innovation Labs Inc. to provide the platform for community and expanded staff input into the strategic plan. The two-day annual workshop will provide the education and support for promoting a more flexible model focused on the promotion of career growth, flexible work conditions, and the development of staff incentive plans.</p>
Key steps	<ol style="list-style-type: none"> 1. Develop and implement the locally developed district strategic plan. 2. Conduct an expanded strategic planning session to include the support from Innovation Labs 3. Develop and implement the strategic plan as a result of improving the focus of the strategic planning process and increasing the school district's involvement from key stakeholders.
Start Date	October 2009
Full implementation date	October 2012
Person(s) responsible	Board of Education and District Leadership Team
Monitor and evaluate	Annual review of the district's strategic plan
Cost for three years	\$102,600 (Innovation Labs Workshop Fees \$32,300, Approximated)

	Expenses \$19,000 per year for two years)
Transformation Intervention Model – 6	
Requirement (2A): Comprehensive Instructional reform strategies (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	Implement the CLPS Lesson Plan Model to support the alignment of curriculum, development and tracking of daily lesson plans, and providing necessary information to connect student learning to the district’s assessment process.
Key steps	<ol style="list-style-type: none"> 1. Purchase the laptop computers for teachers to provide them with the flexibility to extend their day/week to plan meaningful and effective lessons. 2. Purchase and install the CLPS (online lesson plan program) to manage standards based instruction and promote the implementation of APL strategies in daily lessons. 3. Train staff on the CLPS program and implement the program. <p>Track lessons and evaluate effectiveness of the program on student performance scores.</p>
Start Date	August 2010
Full implementation date	May 2011
Person(s) responsible	Middle and high school principals and technology committee
Monitor and evaluate	<p>Student performance scores on district-wide assessments</p> <p>Criterion referenced assessments: NeSA-R, NeSA-W, NeSA-M, STARS Science, STARS Social Studies</p> <p>Norm-referenced assessment: NWEA-MAPS Assessment</p> <p>Monitor teacher lesson plans and evaluate the quality of the plans on the APL scoring rubric within the CLPS program.</p>
Cost for three years	Cost included in another section
Transformation Intervention Model - 7	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Alliance middle and high school teachers will implement the CLPS Lesson

	<p>Plan Model as their platform for planning and implementing daily lessons. This model supports the tracking of aligned curriculum with daily lessons while promoting the development of lessons constructed around the principals of the APL instructional strategies. This electronic lesson plan model also provides immediate access to data tracked on resources used in lessons, homework practices, technology infusion, and reflection. The model tracks all lessons taught across the district and provides valuable feedback through its tracking of all lessons taught in support of an identified district or state standard. This data will be used to determine modifications or changes where student scores reflect the need for additional instruction, but also allows for the replication of consistent instruction where students are proficient and demonstrate mastery. The goal of this activity is to place the focus on the learning process and provide meaningful tracking of effective and ineffective practices on a daily basis.</p>
Key steps	<ol style="list-style-type: none"> 1. Purchase the laptop computers for teachers to provide them with the flexibility to extend their day/week to plan meaningful and effective lessons. 2. Purchase and install the CLPS (online lesson plan program) to manage standards based instruction and promote the implementation of APL strategies in daily lessons. 3. Train staff on the CLPS program and implement the program. 4. Track lessons and evaluate effectiveness of the program on student performance scores.
Start Date	August 2010
Full implementation date	May 2011
Person(s) responsible	Middle and high school principals and technology committee
Monitor and evaluate	<p>Student performance scores on district-wide assessments</p> <p>Criterion referenced assessments: NeSA-R, NeSA-W, NeSA-M, STARS Science, STARS Social Studies</p> <p>Norm-referenced assessment: NWEA-MAPS Assessment</p> <p>Monitor teacher lesson plans and evaluate the quality of the plans on the APL scoring rubric within the CLPS program.</p>
Cost for three years	Costs included in another section
Transformation Intervention Model - 8	
<p>Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)</p>	

Activity	Develop flexibility in scheduling at AMS/AHS to promote student engagement and increased rigor. In addition, the district will schedule time for the development and implementation of an advisor-advisee program at both AMS and AHS. The advisor-advisee program will be developed and implemented to compliment the 8 to Great Program design. All staff at AMS and AHS will be trained to implement strategies to improve student/teacher relationships, and promote school to home relationships between teachers and parents/guardians. In addition, the district will develop a job description and implement a home-school liaison position and will continue to support the student resource officer program. These programs are designed to increase student attendance and improve student/family support. Finally, the district will continue to develop and implement an alternative school to accommodate the varied needs of students who are off track or disengaged.
Key steps	<ol style="list-style-type: none"> 1. Develop and implement flexible block schedule 2. Develop and implement the advisor-advisee program 3. Develop and implement the home-school liaison and student resource officer positions. 4. Develop and implement the alternative school program.
Start Date	1/1/2010
Full implementation date	9/1/2011
Person(s) responsible	Middle and High School Administration, counselors, and 8-to-Great Implementation Team
Monitor and evaluate	<p>Monitor and track graduation and drop out rates</p> <p>Monitor and evaluate student attendance rates</p> <p>Monitor and evaluate class pass/fail rates</p> <p>Monitor and track parent-teacher conference attendance</p>
Cost for three years	\$123,000 Home-School Liaison (\$30,000 salary, 11,000 benefits annually for three years)
Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	The board of education at Alliance has agreed to support an online, paperless environment to promote transparency and improved communications across the district. This platform will provide support for

	<p>timely release of information as well as an interactive environment to promote two-way interaction with staff and community patrons. The goal of this intervention is to improve community engagement and promote increased trust with the patrons of the community. The Middle and High School Advisor-Advisee Program, modeled after the 8 to Great Program, will provide an in-school advocate for each student at the middle and high School building. The flexible block schedule at the high school and scheduled time within the middle school schedule allows staff time to meet with their advisees to review progress, set goals, arrange one-to-one meetings with students and/or parents, and make meaningful connections with students on a consistent basis. Our goal is to improve student success in school and re-engage parents as participants in their child’s education. Our current attendance at parent-teacher conferences indicates that less than 40% of our parents regularly attend scheduled conferences. Our data also demonstrates a strong correlation between student failure and absent parents. The advisor-advisee program provides an advocate within the school for all students and their parents. Finally, the flexible block schedule allows for the development of lessons with greater focus and allows additional time for classroom activities not currently available in the traditional classroom schedule.</p>
Key steps	<ol style="list-style-type: none"> 1. Purchase the Virtual Board Room Program, online system for school board meetings, to increase the transparency of the board and improve communication and dissemination of information. 2. Continue providing extended day and extended year services to students at the middle and high school buildings through the 3. Conduct 8-to-Great training for all staff at the middle and high school buildings. 4. Develop the goals of the advisor-advisee program at the middle and high school buildings. 5. Assign students, through the draft system, to their advisor and provide an orientation for students to understand the goals and resources available to them in the program. 6. Determine the parent roles and identify expectations of students, parents, and teachers in the program. 7. Implement the program and conduct periodic assessment of the program direction and implementation.
Start Date	August 2010
Full implementation date	December 2010
Person(s) responsible	Board of Education – Virtual Board Room

	Middle and High School Administration and Faculty Reps.
Monitor and evaluate	We will conduct a survey with students, parents, and teachers involved in the program We will track parent-teacher conference attendance We will review student absentees, grades, and disciplinary reports
Cost for three years	\$4,800 Virtual Board Room (\$1,200 Base price, \$1,000 Setup fee, \$500 training fee, \$600 estimated travel expense, \$500 Annual software license for three years) \$22,500 8-to-Great Costs (\$7,500 annually for 8-to-Great training for Middle and High school staff)
Transformation Intervention Model - 10	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	The Alliance Public Schools currently supports the use of a strategic plan to guide all activities within the school district. The plan, adopted by the board and supported by the teacher's association, provides a comprehensive approach to improving student achievement in the district. The inclusion of Innovation Labs to manage the expanded strategic planning model would promote community and teachers awareness to increase the district's operational flexibility for staffing, calendars/time, and budgeting necessary to substantially improve student achievement and increase high school graduation rates.
Key steps	<ol style="list-style-type: none"> 1. Continue the annual review and update of the strategic plan and update the strategic plan for the 2010-11 school year. 2. Host an expanded strategic planning workshop hosted by Innovation Labs and enlist their assistance in the development of strategic plans for the 2011-12 and 2012-13 school years.
Start Date	October 2009
Full implementation date	October 2012
Person(s) responsible	Board of Education and District Leadership Team
Monitor and evaluate	District Strategic Plan (See current plan included in the appendix)
Cost for three years	Costs included in another section

Transformation Intervention Model – 11

Requirement(4B): Providing operational flexibility and sustained support
 (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

Activity	Develop a partnership with Educational Service Unit #13 to Implement the technology trainer program utilizing classroom teachers paid through the incentive plan to assist colleagues in the development and implementation of technology embedded in the instructional and data systems. The technology team trainers will be assigned to assist their colleagues of a ratio of 4 to 1 to ensure adequate individual attention is provided and that the team of trainers has adequate support within the team to assist with the implementation of the expanded technology program. Finally, continue to send representatives from the technology committee to the annual T+L Conference to increase their awareness of the technologies used in highly effective classrooms across the country and expand their access to colleagues using these technologies to create effective learning environments for both staff and students.
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| Key steps | <ol style="list-style-type: none"> 1. Identify staff members who demonstrate an interest and ability to serve the district in the capacity of technology team trainer. 2. Identify the technology and programs to be developed and implemented at Alliance Middle and High School Buildings 3. Send a team of trainers to the T+L Annual Conference increase their awareness and promote relationships with colleagues across the country who use innovative tools to promote increased learning and highly interactive classroom instruction. |
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Start Date	September 2010
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Full implementation date	December 2010
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Person(s) responsible	Technology Committee
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Monitor and evaluate	Annual survey and review of the program conducted by Educational Service Unit #13 staff.
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Cost for three years	\$60,000 Technology Conferences (T+L Conference and NETA Conference: \$20,000 per year for three years)
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Transformation Intervention Model - Copy and complete as many as needed.

Permissible Activities

Activity	Increase student access to portable technology as an embedded resource for students to access and input information. The one-to-one program would create greater equity between our diverse student populations. The technology used at grades 7-12 requires the use of a projection device and
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	is best implemented with an interactive whiteboard solution. The MIMIO provides an effective solution for both interactivity within a classroom but also between distance education classrooms.
Key steps	<ol style="list-style-type: none"> 1. Install a wireless network at the Middle and High School buildings to support the wireless technology used in class and in our assessment programs. 2. Purchase laptop computers for teachers in grades 5-12 and students in grades 7-12 to increase their access and ability to conduct research, flexibility to write lesson plans and collaborate with teachers and students, assign and complete online assignments, and improve their access to online classroom and district level assessments. 3. Purchase iPads for students in grades 5-6 to increase their access to electronic information, reading materials, and research options. The iPads provide in intuitive platform that excites young readers and encourages a high level of collaboration and a more interactive classroom and learning environment. 4. Purchase classroom projectors and interactive white boards to support the highly interactive classroom and provide the technology support for the CLPS lesson plan system integration.
Start Date	Fall of 2010
Full implementation date	December 2011
Person(s) responsible	Distance Education and College Course Access
Monitor and evaluate	The CLPS Lesson Plan system has the ability for teachers to track technology use daily in their lesson plans. In addition, the students would be required to complete an annual 21 st Century Skills Survey and Assessment.
Cost for three years	<p>\$83,618 High School Wireless Costs (\$74,028 Wireless Equipment, \$9,590 Labor) School Costs: \$48,182 (\$19,985 cabling, \$28,197 labor)</p> <p>\$60,362 Middle School Wireless Costs (\$52,902 Wireless Equipment, \$7,460 labor) School Costs \$30, 388 (10,308 cabling, \$30,750 labor)</p> <p>\$2,367 Burkholder Building (Alternative Education Building) (\$1,862 Wireless Equipment \$505 Labor) School costs: \$4,643 (\$2,779 Cabling, \$1,864 labor)</p> <p>\$797,640 Laptop Computers for Students (800 computers at \$997 each)</p> <p>\$75,772 Laptop Computers for AMS/AHS Teachers (76 teachers @ \$997 each)</p>

	<p>\$223,720 iPads (280 iPads for grades 5-6)</p> <p>\$27,500 Classroom Projectors (50 Projectors @ \$550 each)</p> <p>\$37,500 Mimio Interactive Boards (50 MIMIO interactive white board with attachments)</p>
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Permissible Activities

Activity	Increase student access college credit and distance education course offerings
Key steps	<ol style="list-style-type: none"> 1. Purchase polycom systems to support the number of courses and the schedule requirements. 2. Train staff and students to embrace the distance education environment as a viable and effective platform for instruction and learning. 3. Write inter-agency and/or inter-local agreements with colleges and school districts to send and/or receive courses to students at the middle and high school levels.
Start Date	Fall of 2010
Full implementation date	December 2011
Person(s) responsible	Technology Committee and Technology Team Trainers
Monitor and evaluate	<p>Monitor and evaluate student performance in distance education courses</p> <p>Monitor and evaluate the increased number of high school and college credit course offerings</p> <p>Monitor and evaluate the increased number of students who successfully complete courses in distance education environment.</p> <p>Survey students who enroll in college to receive input on their ability to transition to college and distance education environments.</p>
Cost for three years	\$106,392 (8 Lifesize polycom systems @ \$13,299 each)

Permissible Activities

Activity	Increase student study and note taking skills through the use of an electronic note taking system that supports a meaningful transition to a researched based system. Greenscribe notes is an electronic note taking system that provides students with researched based strategies to taking and managing information and research materials. The system provides students with the most widely accepted formats including MLA, APA, Chicago, and Turabian platforms and a citation generator for managing
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	research from books, encyclopedias, journals, magazines, Internet Journals, Webpages, and online encyclopedias.
Key steps	<ol style="list-style-type: none"> 1. Purchase the GreenScribe software and install it on student laptop computers. 2. Train staff and students on the effective use of the system to assist them in managing class notes, research information, to do lists, homework management, etc...
Start Date	Fall of 2010
Full implementation date	December 2010
Person(s) responsible	Technology Committee, Technology Team Trainers, classroom teachers, and student advisors
Monitor and evaluate	Teachers and advisors will teach and monitor the use of the system
Cost for three years	\$11,957.50 GreenScribe Notes (850 students at \$9.95 per student, training \$500 plus travel expenses estimated at 1,000 per year)

PART B. BUDGETS

Budget forms have been designed to assist the school in budgeting, by intervention model, for each of the three years of fun availability. Total amounts for each object code are calculated for each year and also transferred automatically to the three year Summary Budget and District Summary Budget form.

Budget forms are found in a separate EXCEL file at:
http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html or
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

Appendix A.

Process and Definitions used in identifying the persistently lowest-achieving schools

Definitions for Nebraska

School shall mean the school as used for the elementary, middle and high school designations for AYP. This does not include Rule 10 (Accreditation) Special Purpose Schools or preschools. Students being served in programs are reported in the school where they would be attending.

Secondary school shall mean any middle, junior high or senior high.

Number of years shall mean three years.

Graduation rate means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years. The initial year of identifying the persistently lowest-achieving schools will use 2005-06, 2006-07 and 2007-08 data.

Performance Rank shall mean the total number of students in the “all students” group at the proficient level in both Reading and Math divided by the total number of students enrolled a Full Academic Year (FAY as defined for AYP) in Reading and Math to determine a percent proficient for each school.

Progress Over Time Rank shall mean the total number of students in the “all students” group at the proficient level in Reading and Math for the three latest years divided by the total number of students enrolled a Full Academic Year (FAY) in Reading and Math for the three latest years to determine a percent proficient.

Weighting shall mean the performance rank will be weighted (multiplied by two) and added to the progress over time rank.

Final Rank shall mean the combination of performance rank and the progress over time rank.

Persistently lowest-achieving schools (PLAS) Identification Procedure

Performance Rank

For the initial year (2008-09 AYP data) for all schools, add the numbers of students at the proficient level in Reading to the number of students at the proficient level in Math, then divide by the total number of students enrolled a full academic year (FAY as defined for AYP) in Reading and Math to get a percent proficient. Rank the schools by this percent proficient for a performance rank.

Progress Over Time Rank

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the

number of students enrolled a full academic year (FAY) for both Reading and Math for all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

Final Rank to Determine the Persistently Lowest-Achieving Schools

The performance rank is doubled before adding to the progress over time rank. Schools are then ranked to determine a final rank and the five or 5% (whichever is greater) schools are the persistently lowest-achieving schools in each Tier.

Graduation Rate

Using the AYP graduation data for all high schools in the state for the last three years (initially, 2005-06, 2006-07, and 2007-08), calculate a PLAS graduation rate using the AYP formula.

Appendix B

ESEA Section 1003(g) School Improvement Grants

REVIEWERS RATING AND CHECKLIST

District Name: Alliance Public Schools

County/district Number: 07-0006

Reviewer: _____

Reviewer: _____

Date: _____

Section 1. District Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
	Cover page signed by School Board President and Authorized Representative						
Part A. Schools To Be Served							
A.1.	List of schools with a Tier identified for each						
A.2.	Optional – Tier I or Tier II school from list already started						
Part B. Descriptive Information District Level							
B.1.	District Contribution						
B.2.	District Capacity						
B.3.	Lack of capacity to serve a Tier I school						
B.4.	External Providers						
B.5.	Alignment of Programs and Services						
B.6.	Modify Practices and Policies						
B.7.	Sustain Interventions after availability of funds						
B.8.	Annual Goals						
B.9.	District support for planning and intervention						
Part C. Budget							
C.1.	Optional description of proposed activities						

C.2.	Optional Budget page for district						
D.	Assurances						
E.	Waivers checked as appropriate						
TOTAL POINTS							
Comments:							

Complete Section 2 for each school included in the application.

Name of School _____ Tier _____ Intervention Model _____

Section 2 – School Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Part A. Descriptive Information School Level							
A.1. Analysis of Need							
a)	Student Achievement and Leading Indicators						
b)	Programs/Services Profile						
c)	Staff Profile						
d)	Curriculum/Instructional Practices						
e)	System Profile						
f)	Process						
A.2. Action Plans Complete by Intervention Model							
A.3. Action Plan for Tier III							
Part B. Budget							
	3 years for each model						
	Summary Budget						

Alliance Public Schools Strategic Plan

Appendix

Technology Action Plan: Sorted by Category

	Person Responsible	Timeline
1. Expand our awareness of technology used in classrooms across the country		
a. Select individuals and register them for the T+L Conference in Denver	Central Office Admin	9/15/09
b. Attend the T+L Conference in Denver	Central Office Admin	10/1/09
c. Prepare a summary document outlining information from the T+L Conference	Central Office Admin	2/15/10
d. Present technology report/information to the board of education	Central Office Admin	2/15/10
e. Select team of 8 and register for the 2010 T+L Conference in Phoenix, AZ	Central Office Admin	9/1/10
f. Attend the T+L Conference in Phoenix	Central Office Admin	10/19/10
g. Prepare a summary document outlining information from the T+L Conference	Central Office Admin	2/15/11
h. Present technology report/information to the board of education	Central Office Admin	2/15/11
i. Attend annual technology conference to expand technology use in classrooms	Central Office Admin	Annually
Person Responsible		
2. Develop a plan to finance technology hardware and software purchases		
a. Identify grants available for technology purchases	Central Office Admin	10/30/09
b. Write and submit grant proposals for technology purchases	Central Office Admin	11/30/09
c. Receive grant award notification and approval for 2 nd semester purchases	Central Office Admin	12/31/09
d. Purchase laptop computers for portable labs at AHS, AMS, Grandview	Central Office Admin	Annually
e. Purchase classroom projectors and inter-active white boards	Central Office Admin	Annually
f. Purchase student laptops and iPads for one-to-one program	Central Office Admin	Annually
e. Purchase projectors/interactive whiteboards for remaining classrooms	Central Office Admin	Annually
Person Responsible		
3. Develop K-12 comprehensive technology plan		
a. Establish technology goals, strategies, action plan	Bus Man/Tech Comm.	4/19/10
b. Identify 21 st Century Skills to serve as a guide for curriculum development	Bus Man/Tech Comm.	8/16/10
c. Develop a K-12 Technology Curriculum guide	Curr Dir/Tech Comm.	8/16/10
d. Submit technology curriculum proposal for board consideration	Curr Dir/Tech Comm.	8/16/10
e. Implement K-12 technology curriculum	Curr Dir/Tech Comm.	Annually
d. Review results and adjust plan to meet district needs	Curr Dir/Tech Comm.	Annually
Person Responsible		
4. Develop a plan to upgrade building networks		
a. Update the Administration Building network (November 2009)	Superintendent	10/1/09
b. Secure bids for the High School Building network	Supt/Bus/AMS Principal	9/1/10

c. Submit proposal to upgrade the network at AHS for board consideration	Supt/Bus/AMS Principal	9/15/10
d. Complete installation of AHS technology networks	Supt/Bus/AMS Principal	1/1/11
e. Secure bids, submit proposal, complete installation of Network at Burkholder	Supt/Bus/AMS Principal	10/1/11
f. Secure bids, submit proposal, complete installation of Network at AMS	Supt/Bus/AMS Principal	10/1/12
g. Secure bids, submit proposal, complete installation of Network at Grandview	Supt/Bus/AMS Principal	10/1/13
h. Secure bids, submit proposal, complete installation of Network at Emerson	Supt/Bus/AMS Principal	10/1/13

Person

5. Develop a district-wide plan for technology purchases for the classroom

Responsible

Timeline

a. Secure bids on technology hardware.	Dir of Business	3/15/10
b. Submit recommendation on technology purchases to board of education	Dir of Business	3/15/10
c. Purchase laptops, projectors, interactive whiteboards, etc...	Dir of Business	5/17/10
d. Setup new laptops and install projectors, screens, whiteboards, etc...	Dir of Business	8/2/10

Person

6. Develop a plan to purchase additional DL equipment

Responsible

Timeline

a. Identify teachers interested in teaching over DL system	AMS Principals	3/15/10
b. Post classes on the NDE Distance Learning website	AMS Principals	3/15/10
c. Conduct workshops for DL instruction/classroom management	AMS Prin/Curr Dir	7/5/10
d. Conduct Moodle workshops for classroom teachers	AMS Prin/Curr Dir	7/5/10
e. Secure bids, board approval, purchase and install DL equipment	AMS Prin/Curr Dir	7/5/10
f. Coordinate contracts and schedule DL classes with other schools and colleges	AMS Prin/Curr Dir	7/5/10

Person

7. Develop a plan for upgrading copiers and printers

Responsible

Timeline

a. Complete inventory of printers and copiers and identify district/building needs	Dir Bus/Principals	3/1/10
b. Identify funding sources for copier/printer equipment upgrades	Supt/Dir Business	5/17/10
c. Secure bids/proposals from potential technology vendors	Supt/Dir Business	4/19/10
d. Prepare proposal and recommendation for upgrading copiers and printers for board consideration	Supt/Dir Business	6/21/10

Person

8. Develop a plan to expand district website

Responsible

Timeline

a. Develop a webmap of the district website and identify additional needs	DLT	7/19/10
b. Design webpages to provide access to online forms, information, etc...	DLT	7/19/10
c. Conduct workshops and develop links for user support online	DLT	8/16/10

Person

9. Establish Tech Team Trainers to support technology in classrooms

Responsible

Timeline

a. Identify staff in each building to serve as tech trainers (Same as Staff Dev 7a)	Bldg Principals	4/19/10
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b. Schedule Tech Team training for selected staff members	Bldg Principals/Curr Dir	Ongoing
c. Assign trainers to assist staff with technology in the classroom	Bldg Principals	Ongoing

Staff Development Action Plan

1. Schedule and attend the Positive Behavior Support training for selected staff

Person Responsible Timeline

a. Select Staff to attend the Positive Behavior Support (PBS) in Kearney	Bldg Principals	11/1/09
b. Register and attend the PBS Workshop in Kearney	Bldg Principals	11/1/09
c. Recommendation: To postpone district-wide training and implementation	Bldg Principals	11/1/09
d. Train and implement PBS in support of APL adopted discipline strategies	Bldg Principals	10/1/10
e. Review effectiveness of implementation and adjust strategies	Bldg Principals	Annually

2. Schedule/conduct MANDT training for special education staff

Person Responsible Timeline

a. Select individuals to receive initial MANDT training	SPED Director	2/8/10
b. Register and certify two individuals to be MANDT trainers for the district	SPED Director	4/5/10
c. Conduct MANDT workshops for SPED staff and building principals	SPED Director	9/6/10
d. Implement MANDT strategies and evaluate effectiveness of implementation	SPED Director	Annually
e. Conduct MANDT workshops for SPED staff and building principals	SPED Director	Annually

3. Schedule/conduct APL Workshops

Person Responsible Timeline

a. Identify and register selected staff members for APL training @ ESU1 (February-March 2010)	Bldg Prin/Curr Dir	12/31/09
b. Attend APL workshop at Wakefield: Days 3, 4 and 5	Bldg Prin/Curr Dir	4/5/10
c. If recommended, submit proposal to the board of education to amend the second semester calendar and schedule training for district employees.	Bldg Prin/Curr Dir	2/8/10
d. Conduct the initial two days of APL training for entire staff (May 2010)	Supt/Curr Dir	6/7/10
e. Schedule and conduct the final 3 days of training. (2010-2011 school year)	Supt/Curr Dir	Fall 2010
f. Develop a district-wide plan to implement APL strategies in each building	Bldg Principals	1/1/11
g. Develop the supervision instrument for administration to assist teachers in implementation of adopted APL strategies.	Bldg Prin/Curr Dir	1/1/11
i. Host follow-up APL workshops to expand strategies used in each classroom	Supt/Curr Dir	Annually
j. Conduct evaluation of implementation and adoption of additional strategies	Supt/Curr Dir	Ongoing

4. Establish professional development communities (PLC's) as a strategy for professional development for teachers, administration, and board of education.

Person Responsible Timeline

a. Implement administrative professional development community	DLT	Ongoing
b. Complete 2009-10 teacher professional development community (PLC) at each building	Bldg Principals	4/19/10
c. Identify topics/books for staff/admin to study in the PLC's.	DLT	1/15/10
d. Share professional activities between building Professional Learning Communities (PLC's) (Same as Tech 9a)	DLT	6/21/10
e. Identify topics/books for staff/admin to study in the PLC's.	DLT	Ongoing
f. Share professional activities between building Professional Learning Communities (PLC's) (Same as Tech 9a)	DLT	Ongoing

5. Expand recruiting services to enhance our ability to attract/develop/retain employees

Person Responsible **Timeline**

a. Pursue professional recruiting service to enhance our human resources program	Board/DLT	3/15/10
b. Host meetings with admin/board and Venture for Excellence (Humanex)	Board/DLT	3/15/10
c. Board consideration of recommendation on district implementation of the HumanEX Program	Board/DLT	4/19/10
d. Host training for staff recruitment, selection, development, and retention	Board/DLT	8/15/10
e. HUMANeX Ventures conduct board/leadership team culture assessment	Board/DLT	11/1/10
f. HUMANeX Ventures conduct staff culture assessment	Board/DLT	5/1/11

6. Develop and implement a staff incentive plan

Person Responsible **Timeline**

a. Identify professional activities considered in the staff incentive plan	Supt/Dir Business	5/17/10
b. Develop a finance plan to support payment of incentives	Supt/Dir Business	5/17/10
c. Develop staff incentive program parameters and application forms	Supt/Dir Business	5/17/10
d. Develop and present the incentive plan to the Board and Education Association	Supt/Dir Business	5/17/10
e. Present the 2010-11 incentive plan for board approval	Supt/Dir Business	5/17/10
f. Review incentive plan and make necessary changes	Supt/Dir Business	Annually
g. Present updated incentive plan for board approval	Supt/Dir Business	Annually

7. Develop a plan to establish tech team trainers to assist staff in each building

Person Responsible **Timeline**

a. Identify staff at each building that demonstrate skill, aptitude, interest in supporting the district at tech team trainers.	Bldg Principals	4/19/10
b. Train staff on technology to be implemented across the district	Curr Dir/Tech Comm.	7/5/10
c. Assign teachers to tech team trainers	Bldg Principals	8/16/10
d. Identify goals and implement the tech team program	Bldg Principals	8/16/10

e. Evaluate technology implementation and make staff/program adjustments	Bldg Principals	Annually
f. Review goals and implement updated program	Bldg Principals	Annually

8. Schedule 8 to Great Training Overview and Certification

	Person Responsible	Timeline
a. Schedule and conduct initial 8 to Great training for AMS/AHS staff	AMS/AHS Principals	9/6/10
b. Identify staff to be involved in 8 to Great certification training at AMS/AHS Buildings	AMS/AHS Principals	8/16/10
c. Schedule workshop dates and contract with 8 to Great Consultant	AMS/AHS Principals	9/6/10
d. Conduct workshops and develop a plan for 8 to Great implementation	AMS/AHS Principals	9/6/10

9. Develop a mentoring program for new and reassigned staff

	Person Responsible	Timeline
a. Develop goals, guidelines, and parameters of the New Teacher Mentor program	Bldg Principals	9/20/10
b. Identify staff to be involved in the New Teacher Mentor program	Bldg Principals	9/20/10
c. Identify staff willing to serve as mentors to new teachers	Bldg Principals	9/20/10
d. Implement the program, supervise, and evaluate progress	Bldg Principals	9/20/10
e. Evaluate mentoring program and make adjustments	Bldg Principals	Annually

Increase Graduation Rates/Reduce Drop-out Rates Action Plan

1. Develop a plan and implement in-school suspension rooms at AMS/AHS

	Person Responsible	Timeline
a. Implement the in-school suspension room at AMS	AMS Principals	9/1/09
b. Develop a plan and implement an in-school suspension room at AHS	AHS Principals	12/30/09
c. Hire staff and establish a room to be used to effectively house an ISS Room	AHS Principals	11/1/09
d. Evaluate the effectiveness and necessity of the ISS Programs at AMS/AHS	AMS/AHS Principals	6/7/10
e. Implement APL strategies for the 2010-11 school year that focuses on the behavior plan required to return students to the regular classroom.	AMS/AHS Principals	6/7/10
f. Evaluate effectiveness of ISS plan.	AMS/AHS Principals	Annually

2. Develop a plan and establish an Alternative School

	Person Responsible	Timeline
a. Visit Alternative Schools to increase our awareness of effective practices	AHS Principals	12/1/09
b. Develop an Alternative Education Plan	AHS Prin/SPED/Bus Dir	1/1/10
c. Identify staff, facility, and program options for the alternative education program	AHS Prin/SPED/Bus Dir	1/1/10
d. Submit Alternative Education program recommendations for board approval	AHS Prin/SPED/Bus Dir	12/31/09

e. Identify students and host meeting with parents/students for the alternative education program	AHS Prin/SPED/Bus Dir	Ongoing
f. Implement the program and evaluate success of the alternative education program and make adjustments	AHS Prin/SPED/Bus Dir	Annually
Person Responsible		
2. Develop a plan and establish a program to improve student attendance.	Person Responsible	Timeline
a. Develop a program and submit a plan to improve student attendance.	AHS Principals	9/1/10
b. Hire an attendance manager to work with families to get kids to school.	AHS Prin/SPED/Bus Dir	9/1/10
c. Implement program and evaluate effectiveness and impact on student achievement.	AHS Prin/SPED/Bus Dir	1/1/11
d. Hire an attendance manager to work with families to get kids to school.	AHS Prin/SPED/Bus Dir	9/1/10
e. Evaluate program effectiveness and student attendance data	AHS Prin/SPED/Bus Dir	Annually
f. Review program goals and make adjustments	AHS Prin/SPED/Bus Dir	Annually
Person Responsible		
3. Develop a plan to address migrant student needs	Person Responsible	Timeline
a. Develop a comprehensive migrant student program	Grndview Prin/Curr Dir	5/3/10
b. Purchase technology to connect with migrant families over distance	Grndview Prin/Curr Dir	5/3/10
c. Train elementary staff/parents/students in online course expectations for the migrant program	Grndview Prin/Curr Dir	6/21/10
d. Evaluate effectiveness of the summer migrant program and adjust for recommended program changes	Grndview Prin/Curr Dir	Annually
Person Responsible		
4. Expand the English Language Learner Program to meet program needs	Person Responsible	Timeline
a. Identify migrant student/parent needs	Grndview Prin/Curr Dir	5/17/10
b. Develop a plan to address these needs of migrant students/parents	Grndview Prin/Curr Dir	5/17/10
c. Implement the elementary migrant education elearning program	Grndview Prin/Curr Dir	6/21/10
d. Evaluate effectiveness of the English Language Learner program and adjust for recommended program changes	Grndview Prin/Curr Dir	Annually
Person Responsible		
5. Improve coordination of Adult Basic Education Program (GED) and AHS	Person Responsible	Timeline
a. Identify students who have left the system and inquire about having them return to the alternative education/GED program	AHS Prin/Bus Dir	3/15/10
b. Provide administrative support and administrative coordination of the alternative education program	AHS Prin/Bus Dir	1/15/10

c. Evaluate school support of GED program to provide services for all students who leave school prior to graduation	AHS Prin/Bus Dir	6/7/10
d. Meet with NWCC to investigate partnership with college and use of Learning Center room for the GED program.	AHS Prin/Bus Dir	7/1/10
e. Develop contract with WNCC/City of Alliance on leasing room for GED program.	AHS Prin/Bus Dir	8/1/10
f. Board approval of contract to lease space in the Learning Center for GED.	AHS Prin/Bus Dir	8/1/10
g. Move equipment and furniture to the room for classes beginning in the fall of 2010.	AHS Prin/Bus Dir	8/1/10
h. Evaluate ABE/GED programs and make adjustments	Principals/Dept Chairs	Annually

Improve Student Achievement Action Plan

1. Review course/curriculum offerings at all building levels

	Person Responsible	Timeline
a. Review 2009-10 course offerings and begin discussion on 2010-11 recommendations	Principals/Dept Chairs	11/30/09
b. Prepare course change recommendations for the 2010-2011 school year	Principals/Dept Chairs	12/30/09
c. Submit 2010-11 high school course proposal for board approval	Principals/Dept Chairs	1/15/10
d. Conduct registration of students for 2010-2011 classes	Principals/Counselors	3/1/10
e. Review course offerings, review staff requirements, conduct registration, register students, develop schedule	Principals/Counselors	Annually

2. Review class schedules and school calendar

	Person Responsible	Timeline
a. Develop AMS/AHS schedule to accommodate student requests and program needs	Principals/Counselors	5/3/10
b. Finalize staff assignments and schedule recommendations	Principals	4/5/10
c. Submit 2010-11 calendar/schedule recommendation to the board of education	Principals	4/5/10
d. Board adoption of 2010-11 school calendar and schedule recommendations	Principals	4/5/10
d. Evaluate schedule and calendar recommendations and make adjustments	Principals/Counselors	Annually

3. Identify, develop, and implement district-wide assessments and reporting systems

	Person Responsible	Timeline
a. Identify assessments to be used to measure student achievement in the core academic areas (Norm-referenced, Criterion-referenced, Other Assessment)	DLT	2/15/10
b. Conduct assessments and analyze data (minimum 3 per content area)	DLT	Ongoing
c. Input 2009-10 assessment data in records management system	Curr/Instr Director	7/5/10

d. Design and prepare board/staff/public reports on student assessment/achievement	DLT	Ongoing
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4. Develop and implement a Textbook Selection/Adoption Cycle

	Person Responsible	Timeline
a. Review current textbook/curriculum review processes	DLT	4/5/10
b. Develop a textbook/materials selection/adoption cycle	DLT	4/5/10
c. Board approval of the textbook adoption cycle	Curr/Instr Director	5/3/10
d. Secure sample textbook, resources, materials curriculum scheduled for review	Curr/Instr Director	2/8/10
e. Staff review textbooks and curriculum resources	Curr/Instr Director	3/15/10
f. Board approval of textbook/resources purchase	Curr/Instr Director	6/7/10
g. Evaluate the textbook selection and adoption cycle and make adjustments	Curr/Instr Director	Annually

5. Review and Align Curriculum and Assessments

	Person Responsible	Timeline
a. Review & update curricula to align with standards and district assessments. Language Arts: Spring 2010, Social Studies: Fall 2010, Math: Spring 2011, Science: Fall 2011, Elective areas are as scheduled on the textbook selection and adoption cycle.	Curr/Instr Director	7/5/10
b. Develop an electronic format to provide access to scope and sequence of district curricula in Reading/Language Arts and Writing	Curr Dir/Supt	7/5/10
c. Align reading standards with district adopted assessments	Curr/Instr Director	7/5/10
d. Present 2010-11 curriculum recommendation to the board of education for approval	Curr/Instr Director	8/2/10
e. Evaluate student performance and develop a timeline for reporting to the board of education.	DLT	Fall 2010
f. Adjust program/curriculum/instruction in all curriculum areas in accordance with the adopted schedule	DLT	Ongoing

6. Identify and implement staff development necessary to sustain current academic programs

	Person Responsible	Timeline
a. Review current practices and schedule additional staff training to promote increased student achievement in the identified areas	DLT	Ongoing
b. Schedule staff development workshops in the identified areas	DLT	Ongoing
c. Implement programs and assess student performance	DLT	Ongoing
d. Evaluate program/instruction effectiveness and student success	DLT	Ongoing

7. Review lesson plan systems and adopt model to be used at each building

	Person Responsible	Timeline
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	Responsible	
a. Review lesson plan models	DLT	7/19/10
b. Prepare lesson plan platform (s) proposal for board consideration	DLT	8/2/10
c. Board approval of lesson plan models	DLT	8/16/10
d. Staff training on adopted lesson plan formats	DLT	9/6/10
e. Implement lesson plan systems	Bldg Principals	9/6/10
f. Evaluate data from the lesson plan system and make adjustments	Bldg Principals	Ongoing

8. Develop and implement a plan for providing extended day/year services	Person Responsible	Timeline
a. Research options for providing extended day/year services	DLT	4/19/10
b. Identify funding sources for extended day/year program support	DLT	4/19/10
c. Recruit staff to work in the extended day/year program	DLT	5/17/10
d. Prepare Extended Day/Year proposal for board consideration	DLT	5/17/10
e. Board approval of extended day/year services	Bldg Principals	5/17/10
f. Review effectiveness of the extended day/year program and make adjustments	Bldg Principals	Annually

9. Develop and implement a response to intervention (RTI) plan	Person Responsible	Timeline
a. Develop an RTI District Reading Team	K-6 Prin/SPED/Curr Dir	9/30/09
b. Secure and coordinate Staff Development in support of the RTI Process	K-6 Prin/SPED/Curr Dir	3/1/10
c. Input RTI data, analyze, and make necessary adjustments	K-6 Prin/SPED/Curr Dir	Ongoing
d. Set Criteria for Tier I, II, and III Decision Rules for the RTI Process	K-6 Prin/SPED/Curr Dir	2/8/10
e. Compile the RTI plan	K-6 Prin/SPED/Curr Dir	3/1/10
f. Train staff in response to intervention for RTI program	K-6 Prin/SPED/Curr Dir	3/15/10
g. Implement interventions as prescribed in the RTI Plan	K-6 Prin/SPED/Curr Dir	3/15/10
h. Evaluate interventions as prescribed in the RTI Plan and make adjustments	K-6 Prin/SPED/Curr Dir	Annually

10. Develop and implement a district-wide NCA plan	Person Responsible	Timeline
a. Review recommendations from the visitation report	DLT	9/1/09
b. Review district data and identify targets for NCA school improvement	DLT	7/19/10
c. Develop and submit a plan for each building for NCA improvement process	DLT	7/19/10
d. Identify and coordinate staff development activities associated with the NCA process	DLT	9/20/10
e. Implement programs and gather data in support of the NCA process	Bldg Principals	Ongoing
f. Analyze data and make necessary accommodations and/or adjustments to the NCA Plan	Bldg Principals	Annually

Improve Coordination of Transportation, Building, Grounds, and Food Service Action Plans

1. Review, develop, and implement a food service program to meet the needs of all students	Person Responsible	Timeline
a. Visit with AMS/AHS student councils to understand lunch program issues	AMS/AHS Principals	11/30/09
b. Study feasibility of AMS/AHS breakfast program	AMS/AHS Principals	12/30/09
c. Identify potential vendors to provide on-site lunch options for AHS students	AMS/AHS Principals	6/7/10
d. Present recommendation on 2010-11 school breakfast/lunch program to the board of education for approval	AMS/AHS Principals	7/5/10
e. Evaluate the program and make adjustments	AMS/AHS Principals	Annually
2. Review, develop, and implement district transportation system	Person Responsible	Timeline
a. Develop a vehicle inventory system to track vehicle use and replacement cycle	Dir of Business	4/19/10
b. Develop a finance plan to fund the replacement of transportation fleet	Dir of Business/Supt	4/19/10
c. Develop an online request form to expedite transportation request	Dir of Business	5/3/10
d. Develop an online transportation report to reflect vehicle use and repair	Dir of Business	5/3/10
e. Study the need/feasibility of elementary bus routes for 2010-11 school year	Elem Principals	7/5/10
f. Present recommendation on 2010-11 elementary bus routes to board of education	Dir of Bus/Elem Prin.	8/2/10
g. Evaluate the program and make adjustments	Dir of Bus/Elem Prin.	Annually
3. Review maintenance program and conduct current facility/program needs study	Person Responsible	Timeline
a. Coordinate and finalize facility assessment through Siemans	Dir of Business/Supt	4/5/10
b. Develop a facility maintenance plan and schedule	Dir of Bus/Principals	6/7/10
c. Develop an online "work order" request form	Dir of Business	2/8/10
d. Complete a facility maintenance schedule/budget (facility, parking lots, playgrounds, etc...)	Dir of Bus/Principals	6/7/10
e. Present maintenance plan and schedule for board approval	Dir of Bus/Principals	6/21/10
f. Evaluate the program and make adjustments	Dir of Bus/Principals	Annually
4. Review new construction needs of the District (Performing Arts Center)	Person Responsible	Timeline
a. Hire an architect to prepare preliminary drawings for a performing arts center	Board/Superintendent	7/1/09

b. Host meetings with select public to determine interest and support for the project	Board/Superintendent	10/1/09
c. Host a meeting with finance consultants to determine feasibility of the project	Board/Superintendent	12/1/09
d. Coordinate a needs study to allow for inclusion of other high school/community needs	AHS Prin/Supt/Board	12/1/09
e. Visit area performing arts facilities to increase our awareness/enthusiasm for our project	Supt/AMS Principals	2/8/10
f. Schedule a meeting with the architects to discuss possible changes, timelines, etc...	Supt/AMS Principals/Dir of Bus/Board	2/15/10
g. Develop a plan for communicating the Performing Arts Center proposal to the general public.	Board/Superintendent	5/3/10
h. Host general community meetings to discuss Performing Arts Center Project	Board/Superintendent	5/3/10
i. Host monthly community updates on the building project. (Summer 2010)	Board/Superintendent	8/30/10
j. Select and secure a contract with a construction manager @ risk.	Board/Superintendent	7/1/10
K. Meet with city council on parking lot financing	Board/Superintendent	8/1/10
l. Work with design committee to complete buiding proposal and drawings.	Board/Superintendent	9/1/10
m. Present board of education with a guaranteed maximum price from the construction manager @ risk.	Board/Superintendent	9/1/10
n. Begin construction phase and oversee construction process.	Board/Superintendent	10/1/10
o. Project completion date.	Board/Superintendent	1/1/11

5. Discuss options for funding a new facility needs for Pre-School/Emerson Elementary

Person Responsible Timeline

a. Discuss Pre-School/Emerson Elementary facility needs and develop a plan to address these needs.	Emerson Prin/SPED/Dir of Bus/Supt/Board	7/5/10
b. Develop a plan to address the identified elementary/preschool needs of the district	Supt/Dir of Business	8/16/10
c. Work with building and grounds committee to establish priority and timelines for addressing elementary/preschool facility needs	Supt/Dir of Business	9/20/10

Coordination of Services for Board of Education and Administration Action Plan

1. Identify district priorities and develop a plan to promote district vision and goals

Person Responsible Timeline

a. Host a strategic planning session to confirm vision and identify goals	DLT/Faculty Rep/Board	10/30/09
b. Develop a strategic action plan to prioritize action and improve district focus	DLT	2/8/10
c. Develop a plan for consistent and effective internal/external communication	DLT	6/21/10

d. Submit the district strategic plan for staff input and board approval	DLT	2/8/10
e. Provide reports to the board of education as outlined in the plan	DLT	Ongoing

2. Initiate a greater presence on the district website to improve internal and external communication

	Person Responsible	Timeline
a. Identify areas of board/district information to be posted on the district website	Superintendent	4/5/10
b. Design & develop the board website to increase access to district/meeting information	Superintendent	4/5/10
c. Develop a paperless option for board members wishing to utilize the electronic access	Superintendent	4/5/10
d. Evaluate the program and make adjustments	Superintendent	Annually

3. Increase board involvement in professional development activities

	Person Responsible	Timeline
a. Increase board member attendance at local/area/state conventions	Board/Superintendent	Ongoing
b. Identify articles of interest/books to be shared with other board members	Board/Superintendent	Ongoing
c. Establish a report section on the board agenda to allow board members to report on items of interest	Board/Superintendent	12/21/09
d. Evaluate the program and make adjustments	Board/Superintendent	Annually
e. Expand strategic planning process to greater representation from staff and community	Board/Superintendent	10/1/10
f. Contract with Innovation Labs to enhance the strategic planning process	Board/Superintendent	7/1/11

4. Develop a finance system to reflect accountability in district receipts, expenditures, and account balances.

	Person Responsible	Timeline
a. Develop a plan to improve internal accounting controls to promote accuracy in accounting practices and improve compliance with audit requirements	Board/Supt/Dir of Bus	2/8/10
b. Develop a system to ensure monthly reconciliation of all accounts	Supt/Dir of Business	2/8/10
c. Develop monthly finance reports to the board of education to improve accountability on a consistent basis	Supt/Dir of Business	11/1/09
d. Create a system to manage categorical and grant funds within the general fund budget	Supt/Dir of Business	3/1/10
e. Finalize and submit job descriptions for employees at the district office to ensure segregation of duties, coordination of services, and improve job focus	Supt/Dir of Business	4/5/10
f. Present admin asst, bookkeeping, secretarial job descriptions to the board of education for approval	Superintendent	2/15/10

g. Evaluate the program and make adjustments	Board/Supt/Dir of Bus	Annually
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Build Relationships with City of Alliance, Business Community, and Area Schools/Colleges Action Plan

1. Increase opportunities to build strong relationships with the City of Alliance

	Person Responsible	Timeline
a. Study feasibility of service learning at Grandview/AMS/AHS	Bldg Principals	7/5/10
b. Study feasibility of YMCA Afterschool Program options in coordination with the school afterschool program.	DLT	7/5/10
c. Host a joint meeting with the City of Alliance to discuss common professional development opportunities, expand SRO Program, joint facility needs, etc...	DLT	7/5/10
d. Evaluate the program and make adjustments	DLT	Annually

2. Increase opportunities to partner with area colleges for college credit classes

	Person Responsible	Timeline
a. Identify all content Master Degree teachers at AHS	AHS Principals	3/1/10
b. Develop an interlocal agreement with WNCC as a vehicle to support partnership	Superintendent	2/8/10
c. Identify college credit offerings at AHS	AHS Prin/Counselors	4/19/10
d. Develop a plan/schedule to accommodate college credit offerings	AHS Prin/Counselors	4/19/10
e. Board approval of plan and interlocal agreement with WNCC	Superintendent	2/8/10
d. Evaluate the program and make adjustments	AHS Principal/Supt.	Annually

3. Increase distance education offerings to promote additional opportunities for students and expose them to the environment

	Person Responsible	Timeline
a. Host a meeting with area schools to determine interest and needs for shared program considerations	AHS Principal/Supt	4/5/10
b. Coordinate schedules to accommodate DL/College credit course offerings	AHS Prin/Counselors	6/7/10
c. Determine price structure for 2010-11 DL Classes	AHS Principal/Supt	6/7/10
d. Implement schedule and assign staff to teach DL/college credit classes	AHS Prin/Counselors	6/7/10
e. Train staff in distance education instructional methods	Curriculum Director	Annually
f. Assign mentors for distance education instruction support	AHS Principal	Annually
g. Conduct periodic observations to ensure quality of instruction, pace, and course rigor	AHS Principals	Annually

Improve Communication, Establish Relationships, and Develop Partnerships with

Parents and Community Volunteers Action Plan

1. Establish mentoring programs for elementary students to benefit from the influence of role model adults in the school and community

	Person Responsible	Timeline
a. Develop a plan for mentor programs at the K-4 buildings	Elem Prin/Counselors	12/30/09
b. Submit proposal to the board of education for approval	Elem Prin/Counselors	12/30/09
c. Recruit parents/volunteers to become involved in the elementary mentor program	Elem Prin/Counselors	Ongoing
d. Match elementary students with the mentor/volunteer	Elem Prin/Counselors	Ongoing
e. Schedule to accommodate time for the mentors/volunteers to meet with elementary students	Elem Prin/Counselors	Ongoing
f. Evaluate the program and make adjustments	Elem Prin/Counselors	Annually

2. Establish mentoring programs for middle school students to benefit from the influence of role model adults in the school and community

	Person Responsible	Timeline
a. Develop and implement the Watch D.O.G.S. program at AMS	AMS Principals	10/1/09
b. Host a TeamMates meeting to coordinate training, recruit board members, and provide training for both mentors and board members	AMS Principal/Supt	1/15/10
c. Install a new TeamMates Board and coordinator	AMS Principal/Supt	1/15/10
d. Recruit, conduct background checks, and train TeamMates Mentors	AMS Principal/Supt	Ongoing
e. Identify and connect AMS Students with TeamMates mentors	AMS Principal/Supt	Ongoing
f. Coordinate mentor schedule/school schedule at AMS	AMS Principal	Ongoing
g. Develop Advisor/Advisee program for all students at the Middle School level	AMS Principal	6/7/10
h. Implement Advisor program at the Middle School	AMS Principal	8/16/10
i. Evaluate the program and make adjustments	Principals/Supt	Annually

3. Develop a plan to improve participation and attendance at parent-teacher conferences

	Person Responsible	Timeline
a. Develop a plan to provide Powerschool /School Fusion training for parents	DLT	9/20/10
b. Host a workshop to provide APL training for parents	DLT	9/20/10
c. Study feasibility of setting up Kiosks for parent/community access to school information through the PIRC Program	DLT	9/20/10
d. Establish a parent resource center (PIRC) to promote parent involvement and improve relationships with parents	DLT	9/20/10
e. Evaluate the program and make adjustments	DLT	Annually

4. Review high school activities program to determine quality of programs and interest in programs not presently offered through the school	Person Responsible	Timeline
a. Review current extra curricular offerings at AHS	AHS Principals/AD	6/7/10
b. Identify additional areas of activity/club interest at the high school	AHS Principals/AD	6/7/10
c. Review success of current extra-curricular programs and # of high school student participants	AHS Principals/AD	6/7/10
d. Develop a plan for high school activity program improvement/adjustment if needed	AHS Principals/AD	6/7/10
e. Evaluate the program and make adjustments	AHS Principals/AD	Annually

5. Review middle school activities program to determine quality of programs and interest in programs not presently offered through the school	Person Responsible	Timeline
a. Review current extra curricular offerings at AMS	AMS Principals/AD	6/7/10
b. Identify additional areas of activity/club interest at the middle school level	AMS Principals/AD	6/7/10
c. Review success of current middle school extra-curricular programs and # of student participants	AMS Principals/AD	6/7/10
d. Develop a plan for middle school activity program improvement/adjustment if needed	AMS Principals/AD	6/7/10
e. Evaluate the program and make adjustments	AMS Principals/AD	Annually

6. Review elementary and youth programs to determine quality and interest in programs offered through the school, YMCA, and various youth organizations	Person Responsible	Timeline
a. Review extra-curricular program offerings at the K-4 level	Elem Principals	6/7/10
b. Conduct a study of available elementary/youth programs within the community	Elem Principals	6/7/10
c. Develop a plan to coordinate school, community, AYSO, YMCA, baseball programs	Elem Principals	6/7/10
d. Coordinate activities between buildings using students from older age groups to connect with elementary students	Elem Principals	6/7/10
e. Evaluate the program and make adjustments	Elem Principals	Annually

School Improvement Grant Application

NDE County District No.: 07-0006
 District Name: Alliance Public Schools

Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.

List Below School(s) for which budgets are included and the model they will be implementing:

School Name	Model
Alliance Middle School	Transformation Model
Alliance High School	Transformation Model

NDE County District No.: 07-0006
 District Name: Alliance Public Schools

DISTRICT-WIDE ACTIVITIES FOR YEAR 1 (2010-11)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1) Project Manager and Coordination							\$0
(2) Staff Development						43,500	\$43,500
(3) Technology				18,758		2,500	\$21,258
(4) Home-School Liaison	30,000	11,000					\$41,000
(5) Incentive Program							\$0
(6)							\$0
Totals by Object Code	\$30,000	\$11,000	\$0	\$18,758	\$0	\$46,000	\$105,758

NDE County District No.: 07-0006

District Name: Alliance Public Schools

DISTRICT-WIDE ACTIVITIES FOR YEAR 2 (2011-12)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1) Project Manager and Coordination							\$0
(2) Staff Development						94800	\$94,800
(3) Technology				3500			\$3,500
(4) Home-School Liaison	30000	11000					\$41,000
(5) Incentive Program							\$0
(6)							\$0
Totals by Object Code	\$30,000	\$11,000	\$0	\$3,500	\$0	\$94,800	\$139,300

DISTRICT-WIDE ACTIVITIES FOR YEAR 3 (2012-13)

NDE County District No.: 07-0006

District Name: Alliance Public Schools

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1) Project Manager and Coordination							\$0
(2) Staff Development						94800	\$94,800
(3) Technology				3,500			\$3,500
(4) Home-School Liaison	30,000	11,000					\$41,000
(5) Incentive Program							\$0
(6)							\$0
Totals by Object Code	\$30,000	\$11,000	\$0	\$3,500	\$0	\$94,800	\$139,300

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

DISTRICT-WIDE ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1) Project Manager and Coordination	0	0	0	0	0	0	\$0
(2) Staff Development	0	0	0	0	0	233,100	\$233,100
(3) Technology	0	0	0	25,758	0	2,500	\$28,258
(4) Home-School Liaison	90,000	33,000	0	0	0	0	\$123,000
(5) Incentive Program	0	0	0	0	0	0	\$0
(6)	0	0	0	0	0	0	\$0
Totals by Object Code	\$90,000	\$33,000	\$0	\$25,758	\$0	\$235,600	\$384,358

Use this budget for only one school implementing the Transformation Model.
 Additional Transformation Budgets are provided for additional schools that will be implementing this model.

TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2010-11)

NDE County District No.: 07-0006
 District Name: Alliance Public Schools
 NDE School No.: 07-0006-001
 School Name: Alliance High School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)	90,000	25,000					\$115,000
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders	10,000	1,500					\$11,500
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							
(d)(1)(ii)(A) attract/retain staff with necessary skills	9,000	1,350					\$10,350
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions					708,709		\$708,709
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						3,750	\$3,750
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0

<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates							\$0
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$109,000	\$27,850	\$0	\$0	\$708,709	\$3,750	\$849,309

TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)

NDE County District No.: 07-0006
 District Name: Alliance Public Schools
 NDE School No.: 07-0006-001
 School Name: Alliance High School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)	90,000	25,000					\$115,000
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders	10,000	1,500					\$11,500
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							
(d)(1)(ii)(A) attract/retain staff with necessary skills	9,000	1,350					\$10,350
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0

(d)(2)(ii)(C) provide additional supports/prof. Development								\$0
(d)(2)(ii)(D) technology based supports/interventions					106,392			\$106,392
(d)(2)(ii)(E)(1) increase rigor in secondary schools								\$0
(d)(2)(ii)(E)(2) student transition								\$0
(d)(2)(ii)(E)(3) increase graduation rates								\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						3,750		\$3,750
<u>Required Activities</u>								
(d)(3)(i)(A) strategies to increase learning time								\$0
(d)(3)(i)(B) ongoing family/community engagement								\$0
<u>Permissible Activities:</u>								
(d)(3)(ii)(A) partnering to create safe school environments								\$0
(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
<u>Required Activities</u>								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<u>Permissible Activities:</u>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$109,000	\$27,850	\$0	\$0	\$106,392	\$3,750		\$246,992

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)

NDE County District No.:
District Name:
NDE School No.:
School Name:

07-0006
Alliance Public Schools
07-0006-001
Alliance High School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	90,000	25,000					\$115,000
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders	10,000	1,500					\$11,500
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							

(d)(1)(ii)(A) attract/retain staff with necessary skills	9,000	1,350						\$10,350
(d)(1)(ii)(B) institute a system for measuring changes								\$0
(d)(1)(ii)(C) mutual consent for hiring teachers								\$0
<u>Required Activities</u>								
(d)(2)(i)(A) use of data for implementing program								\$0
(d)(2)(i)(B) continuous use of student data								\$0
<u>Permissible Activities:</u>								
(d)(2)(ii)(A) conducting periodic reviews								\$0
(d)(2)(ii)(B) implementing schoolwide RTI model								\$0
(d)(2)(ii)(C) provide additional supports/prof. Development								\$0
(d)(2)(ii)(D) technology based supports/interventions								\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools								\$0
(d)(2)(ii)(E)(2) student transition								\$0
(d)(2)(ii)(E)(3) increase graduation rates								\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students								\$0
<u>Required Activities</u>								
(d)(3)(i)(A) strategies to increase learning time								\$0
(d)(3)(i)(B) ongoing family/community engagement						3,750		\$3,750
<u>Permissible Activities:</u>								
(d)(3)(ii)(A) partnering to create safe school environments								\$0
(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
<u>Required Activities</u>								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<u>Permissible Activities:</u>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$109,000	\$27,850	\$0	\$0	\$0	\$0	\$3,750	\$140,600

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)

NDE County District No.: 07-0006
District Name: Alliance Public Schools
NDE School No.: 07-0006-001
School Name: Alliance High School

Activity	100	200	300	400	500	600
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(See Instructions for Full Descriptions of Required and Permissible Activities)

	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	270,000	75,000	0	0	0	0	\$345,000
Required Activities							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	\$0
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	0	\$0
(d)(1)(i)(C) reward school leaders	30,000	4,500	0	0	0	0	\$34,500
(d)(1)(i)(D) ongoing professional development	0	0	0	0	0	0	\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	27,000	4,050	0	0	0	0	\$31,050
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	0	0	0	0	0	0	\$0
(d)(2)(i)(B) continuous use of student data	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	815,101	0	\$815,101
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	7,500	\$7,500
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	0	0	0	0	0	0	\$0
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	0	0	3,750	\$3,750
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	0	0	0	0	0	0	\$0
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0

Totals by Object Code	\$327,000	\$83,550	\$0	\$0	\$815,101	\$11,250	\$1,236,901
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Use this budget only if more than one school is implementing the Transformation Model.

TRANSFORMATION MODEL (2) BUDGET FOR YEAR 1 (2010-11)

NDE County District No.: 07-0006
 District Name: Alliance Public Schools
 NDE School No.: 07-0006-002
 School Name: Alliance Middle School

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	90,000	25,000					\$115,000
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders	10,000	1,500					\$11,500
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							
(d)(1)(ii)(A) attract/retain staff with necessary skills	9,000	1,350					\$10,350
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions					599,730		\$599,730
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						3,750	\$3,750
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0

<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates							\$0
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$109,000	\$27,850	\$0	\$0	\$599,730	\$3,750	\$740,330

TRANSFORMATION MODEL (2) BUDGET FOR YEAR 2 (2011-12)

NDE County District No.: 07-0006
 District Name: Alliance Public Schools
 NDE School No.: 07-0006-002
 School Name: Alliance Middle School

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100		200		300		400		500		600		Total for Listed Activity
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development							
Intervention Project Manager (Required)	90,000	25,000											\$115,000
<u>Required Activities</u>													
(d)(1)(i)(A) replace principal													\$0
(d)(1)(i)(B) evaluation systems for teachers & principals													\$0
(d)(1)(i)(C) reward school leaders	10,000	1,500											\$11,500
(d)(1)(i)(D) ongoing professional development													\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills													\$0
<u>Permissible Activities:</u>													
(d)(1)(ii)(A) attract/retain staff with necessary skills	9,000	1,350											\$10,350
(d)(1)(ii)(B) institute a system for measuring changes													\$0
(d)(1)(ii)(C) mutual consent for hiring teachers													\$0
<u>Required Activities</u>													
(d)(2)(i)(A) use of data for implementing program													\$0
(d)(2)(i)(B) continuous use of student data													\$0
<u>Permissible Activities:</u>													
(d)(2)(ii)(A) conducting periodic reviews													\$0
(d)(2)(ii)(B) implementing schoolwide RTI model													\$0

(d)(2)(ii)(C) provide additional supports/prof. Development									\$0
(d)(2)(ii)(D) technology based supports/interventions									\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools									\$0
(d)(2)(ii)(E)(2) student transition									\$0
(d)(2)(ii)(E)(3) increase graduation rates									\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							3,750		\$3,750
<u>Required Activities</u>									
(d)(3)(i)(A) strategies to increase learning time									\$0
(d)(3)(i)(B) ongoing family/community engagement									\$0
<u>Permissible Activities:</u>									
(d)(3)(ii)(A) partnering to create safe school environments									\$0
(d)(3)(ii)(B) restructuring the school day									\$0
(d)(3)(ii)(C) improve school climate and discipline									\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg									\$0
<u>Required Activities</u>									
(d)(4)(i)(A) flexibility to increase graduation rates									\$0
(d)(4)(i)(B) ongoing, intensive TA/support									\$0
<u>Permissible Activities:</u>									
(d)(4)(ii)(A) new governance arrangement									\$0
(d)(4)(ii)(B) budget weighted based on student needs									\$0
Totals by Object Code	\$109,000	\$27,850	\$0	\$0	\$0	\$0	\$3,750		\$140,600

TRANSFORMATION MODEL (2) BUDGET FOR YEAR 3 (2012-13)

NDE County District No.: 07-0006
District Name: Alliance Public Schools
NDE School No.: 07-0006-002
School Name: Alliance Middle School

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100	200	300	400	500	600	Total for Listed Activity
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
Intervention Project Manager (Required)	90,000	25,000					\$115,000
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders	10,000	1,500					\$11,500
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							

(d)(1)(ii)(A) attract/retain staff with necessary skills	9,000	1,350						\$10,350
(d)(1)(ii)(B) institute a system for measuring changes								\$0
(d)(1)(ii)(C) mutual consent for hiring teachers								\$0
<u>Required Activities</u>								
(d)(2)(i)(A) use of data for implementing program								\$0
(d)(2)(i)(B) continuous use of student data								\$0
<u>Permissible Activities:</u>								
(d)(2)(ii)(A) conducting periodic reviews								\$0
(d)(2)(ii)(B) implementing schoolwide RTI model								\$0
(d)(2)(ii)(C) provide additional supports/prof. Development								\$0
(d)(2)(ii)(D) technology based supports/interventions								\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools								\$0
(d)(2)(ii)(E)(2) student transition								\$0
(d)(2)(ii)(E)(3) increase graduation rates								\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							3,750	\$3,750
<u>Required Activities</u>								
(d)(3)(i)(A) strategies to increase learning time								\$0
(d)(3)(i)(B) ongoing family/community engagement								\$0
<u>Permissible Activities:</u>								
(d)(3)(ii)(A) partnering to create safe school environments								\$0
(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
<u>Required Activities</u>								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<u>Permissible Activities:</u>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$109,000	\$27,850	\$0	\$0	\$0	\$0	\$3,750	\$140,600

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

TRANSFORMATION MODEL (2) COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)

NDE County District No.:	07-0006						
District Name:	Alliance Public Schools						
NDE School No.:	07-0006-002						
School Name:	Alliance Middle School						
Activity	100	200	300	400	500	600	

(See Instructions for Full Descriptions of Required and Permissible Activities)

	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	270,000	75,000	0	0	0	0	\$345,000
Required Activities							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	\$0
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	0	\$0
(d)(1)(i)(C) reward school leaders	30,000	4,500	0	0	0	0	\$34,500
(d)(1)(i)(D) ongoing professional development	0	0	0	0	0	0	\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	27,000	4,050	0	0	0	0	\$31,050
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
Required Activities							
(d)(2)(ii)(A) use of data for implementing program	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) continuous use of student data	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	599,730	0	\$599,730
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	11,250	\$11,250
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	0	0	0	0	0	0	\$0
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	0	0	0	0	0	0	\$0
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0

Totals by Object Code	\$327,000	\$83,550	\$0	\$0	\$599,730	\$11,250	\$1,021,530
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No data will be entered on this page. This page serves as a combined budget for all completed budget pages.

NDE County District No.: 07-0006
 District Name: Alliance Public Schools

DISTRICT SUMMARY PAGE

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
District-Wide Activities (Year 1)	30,000	11,000	0	18,758	0	46,000	\$105,758
Turn Around Model (Year 1)	0	0	0	0	0	0	\$0
Restart Model (Year 1)	0	0	0	0	0	0	\$0
School Closure (Year 1)	0	0	0	0	0	0	\$0
Transformation1 Model (Year 1)	109,000	27,850	0	0	708,709	3,750	\$849,309
Transformation2 Model (Year 1)	109,000	27,850	0	0	599,730	3,750	\$740,330
Transformation3 Model (Year 1)	0	0	0	0	0	0	\$0
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District-Wide Activities (Year 2)	30,000	11,000	0	3,500	0	94,800	\$139,300
Turn Around Model (Year 2)	0	0	0	0	0	0	\$0
Restart Model (Year 2)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 2)	109,000	27,850	0	0	106,392	106,392	\$246,992
Transformation2 Model (Year 2)	109,000	27,850	0	0	0	3,750	\$140,600
Transformation3 Model (Year 2)	0	0	0	0	0	0	\$0
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District-Wide Activities (Year 3)	30,000	11,000	0	3,500	0	94,800	\$139,300
Turn Around Model (Year 3)	0	0	0	0	0	0	\$0
Restart Model (Year 3)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 3)	109,000	27,850	0	0	0	0	\$140,600

Transformation2 Model (Year 3)	109,000	27,850	0	0	0	3,750	\$140,600
Transformation3 Model (Year 3)	0	0	0	0	0	0	\$0

3-Year Totals

District-Wide Activities	\$90,000	\$33,000	\$0	\$25,758	\$0	\$235,600	\$384,358
Turn Around Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Restart Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Closure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transformation1 Model1	\$327,000	\$83,550	\$0	\$0	\$815,101	\$11,250	\$1,236,901
Transformation2 Model	\$327,000	\$83,550	\$0	\$0	\$599,730	\$11,250	\$1,021,530
Transformation3 Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Combines 3-Year Budget Totals	\$744,000	\$200,100	\$0	\$25,758	\$1,414,831	\$258,100	\$2,642,789