

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.

Winnebago Public School

Contact: Tiffany Heese

402-922-1252 (C)

*I will be in New Orleans from June 29 to July 7. Please call my cell phone or text me if you have questions.

Cheryl Burrell

402-878-2224 (W)

605-212-1161 (C)

The signed cover page is being mailed and faxed to Diane Stuehmer.

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name: Winnebago Public School County/District Number: 87-0017	District Mailing Address: P. O. Box KK Highway 75 & 77 Winnebago, Nebraska 68071
District Contact for the School Improvement Grant Name: Tiffany Heese Position and Office: Principal Contact's Mailing Address: P. O. Box KK Highway 75 & 77 Winnebago, Nebraska 68071 Telephone: 402-878-2224 ext: 426 Fax: 402-878-2472 Email address: theese@esu1.org	
President of the School Board (Printed Name): John Blackhawk	Telephone: 712-259-6017
Signature of the President of the School Board X _____	Date:
Authorized Representative of the District (Printed Name): Dan Fehringer	Telephone: 402-878-2224 ext: 440
Signature of the Authorized Representative: X _____	Date:

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
Winnebago Public 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.

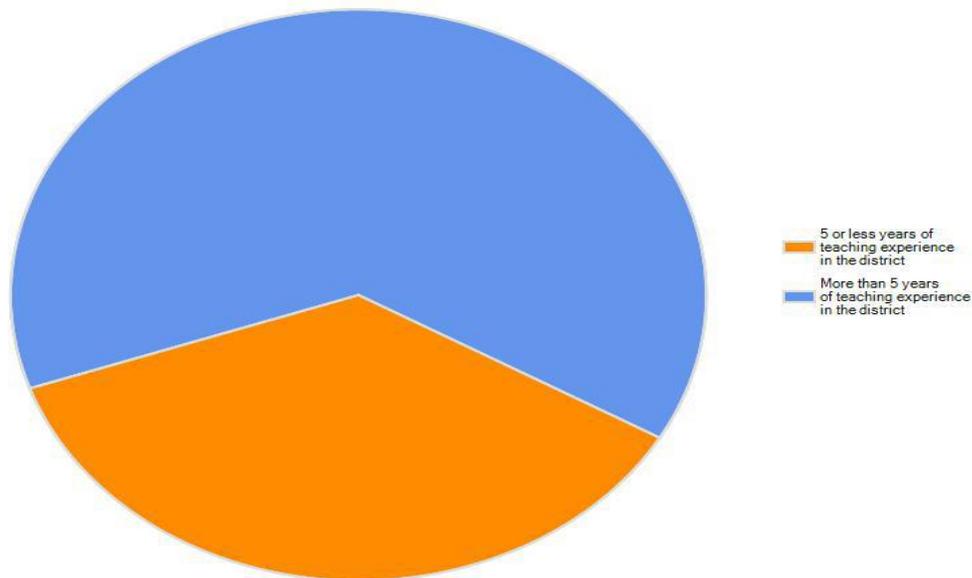
- B.1. Describe the district’s contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included 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.

This section is not applicable to Winnebago Public School District per email on June 17, 2010, and conversation on June 18, 2010, with Diane Stuehmer.

- 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.

Winnebago Public School has the capacity to use the school improvement funds to support positive changes in the high school. As stated on the 2007-2008 and 2008-2009 State of the Schools Report district profile, there are 100% of high school staff members teaching in their endorsed area. In 2008-2009, 95.56% of the professionals were NCLB qualified. The pie graphs below indicate that over half of the teachers have more than five years of teaching experience in the district. This factor contributes to the Transformation Model, since consistency is important to our students. The school district is willing to address budgetary needs by reallocating other grant funds to assist with the implementation of reform initiatives.

Please indicate your teaching experience IN THE DISTRICT.



All district teachers have been trained in APL classroom management and instructional techniques. The techniques encourage interactive questioning of students that promotes student participation and active engagement. New employees acquire the training at the Educational Service Unit #1 (ESU #1).

The school has five special education programs. With six classrooms, the resource program serves the most students. Each resource room serves between 8 and 20 students in a narrow range of grade levels. One of these resource rooms serves special education students who attend St. Augustine Mission School which serves a smaller number of students in a broader range of grades.

In January of 2009, the alternative education program was launched. This program is a self-contained program that utilizes Boystown Specialized Classroom Management techniques. The purpose of the alternative education program is to meet the needs of students who are struggling behaviorally and academically in their current placements despite intervention. Further, by removing these students from the traditional resource room, the learning of other students may be enhanced. Students who are candidates for this program are significantly disruptive in most learning environments or are unable to be successful given the traditional strategies employed at the resource room level. These students may have already been pulled out fulltime from the general education classroom. Although most students in this program qualify for special education services, it is not a requirement for admittance.

The Village of Winnebago, Indian Health Services, the Winnebago Tribe of Nebraska, Little Priest Tribal College and Ho-Chunk Incorporated work with and support the school in various ways. In the case of Indian Health Services, there is an acute care hospital in the village that serves all Native people in the area. Additionally, the hospital provides vision, dental, dependency, mental health, community health, prenatal, developmental, and general health clinics. The hospital provides the staff and students of Winnebago Public School with yearly flu vaccinations and diabetes screenings. For the students exclusively, vision screening, lice screening and fluoride treatments are made available on site. The school supplies transportation of students for mental health appointments and works with the mental health department on suicide and drug dependency prevention. Additionally, the mental health department helps the school in the case of crises. For the first time this school year, the hospital worked with a Community Health Representative and the Community Health Nurses in early childhood screening efforts. Additionally, IHS organizes health fairs in town that target improving the health of school age children as well as other members of the community. This is held during the school day and all classes attend during the day.

The Winnebago Tribe of Nebraska, the Board of Education, and the district administrators meet quarterly to discuss the issues surrounding education in Winnebago. Members of the Tribal Council and Winnebago Public School Board of Education discuss ways to work towards positive changes in Winnebago. Each group shares concerns and ideas about how to improve standards and continue with the partnership.

Various Tribal and grant programs have a working relationship with the educational community. Representatives from the departments present assemblies to the student population, sponsor activities/speakers at the school, and supply support for the instructors at

Winnebago Public School. The Veteran's group, Fatherhood is Sacred program, and the Project Woschi-Pi employees are examples of partnerships with the school. The Boys and Girls Club of Hocak Nisoc Haci provides recreational activities and programs for school aged children in the community.

Ho-Chunk, Inc. (HCI) is the economic development corporation owned by the Winnebago Tribe of Nebraska. Established in 1994, HCI has grown to over 1,100 employees with operations in Nebraska, Iowa, South Dakota, Minnesota, Kansas, California, Georgia, Louisiana, Florida, Washington, D. C., Afghanistan, Mexico and Iraq. HCI operates 18 subsidiaries in industries including information technology, construction, government contracting, professional services, wholesale distribution, office products and technology, logistics, marketing, media and retail. HCI provides donations to the school for special projects and events and has scholarship and intern programs for college students.

In the last three years, a Parent-Teacher Organization (PTO) was formed at Winnebago Public School. This change generated through one of the school improvement goals. The PTO sponsors tailgate parties, Family Fun Day, and rewards classrooms for parental involvement in parent-teacher conferences. Each year, the group tries various methods to gain membership in the PTO.

- 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.

Winnebago Public School was identified as a Tier I school, so this section does not apply to 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.

External assistance for Winnebago Public School will be addressed in a variety of ways. Days with Judy Miller, a national consultant, will be contracted to provide in-class and on-site professional development for the staff. In the first year, Ms. Miller will be providing monthly on-site assistance. It is the goal to transition to bi-monthly in year two, and quarterly during the third year. The following year, the quarterly visits will be funded using Title I monies.

The Educational Service Unit #1 (ESU #1) has agreed to partner with the district in providing professional development in the areas of data management, mentoring, behavior management, and other topics. In an effort to move to Advanced Ed Accreditation, Winnebago Public School has an ESU #1 staff member assigned to the district. This individual

offers guidance and assistance in various capacities during the school year. The ESU #1 has made a commitment for school improvement at Winnebago Public School.

- 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.

Winnebago Public School will take a pledge to ensure that available programs and resources are aligned to support the school in this intervention model. Title I funds will be allocated to supply Read Right tutors at the high school level and partial funding for stipends for the professional learning community groups. Requests from the Title VII committee to sponsor additional college visits will be made. College students from Creighton observe at the school, but the school district will seek more of these so the high school students have ample opportunities to visit with and ask questions about life at college. Dual-credit courses through Little Priest Tribal College will continue to be offered at the high school. The Board of Education has made a commitment to have three full-time principals in the K-12 building. As professional growth plans develop, districts funds will be utilized to support the needs of the individual plans. The grant dollars from the Nebraska Department of Education and community donations to assist with the development of Positive Behavior Interventions and Support will be extended into the high school.

- 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.

A new change happening with the scheduling of the school day is moving to a seven period day. A homeroom mentoring program will be developed using the "extra" time. Students will meet with their mentor teacher before the day begins and at the end of the day.

- 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).

Professional development will be sustained by offering programs through the Educational Service Unit #1 (ESU). The school district has committed to Read Right by using the Train the Trainer model. The start-up costs of the program will be during the initial year, and then the lowered expense in the upcoming years will provide for the sustainability of Read Right. The primary expenses of technological equipment will be absorbed using grant dollars. The maintenance and updating will continue as a responsibility of the Information Technology Coordinator; funds from the current budget are designated to updating technology (keeping it current). New classrooms are designed with computer stations, and the high school business classroom computers were recently updated.

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.	Same
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.	Same
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Same
College enrollment rate (high schools only)	Measurable increase from the previous year	Same

English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same (Winnebago Public School does not have any English Language Learners.)
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	Measurable improvement from previous year (or baseline for initial year of grant)	Same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

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.

Dan Fehringer – Superintendent of Winnebago Public School

Tiffany Heese – K-8 Principal - Winnebago

Cheryl Burrell – Curriculum Director - Winnebago

Charlie Curnyn – High School Principal - Winnebago

Ed Stansberry – Superintendent of Walthill Public School

Carol Hilker – High School Principal – Walthill

Sandra Ostrand – Elementary Principal – Walthill

Bob Uhing – Educational Service Unit #1 Personnel

Kay Earth – community member

Mary Anne Hovland – Title I High School teacher

Eugene Hamman – Title I Elementary teacher

Dale Mette – High School Art teacher

May 26, 2010: Dan Fehringer and Tiffany Heese attended the question and answer.

May 28, 2010: Dan Fehringer and Cheryl Burrell discussed options of intervention models with the School Board members.

June 1, 2010: Cheryl Burrell, Ed Stansberry, Carol Hilker, Sandy Ostrand, Bob Uhing, Charlie Curnyn, and Dan Fehringer met to discuss the process of completing an application.

June 2, 2010: Dan Fehringer emailed the staff members requesting ideas and volunteers to assist with the application for the grant.

June 14 and 15, 2010: Three volunteer staff members, one community member, and three administrators created the action plan.

June 17, 2010: Cheryl Burrell and Tiffany Heese met to review the process.

June 18, 2010: Assistance from the Nebraska Department of Education – Diane Stuehmer

June 23, 2010: Dan Fehringer, Cheryl Burrell, Tiffany Heese, and Charlie Curnyn made final revisions to the application.

June 24, 2010: Review by community members and staff was conducted.

PART C. DISTRICT BUDGET –

This section is not applicable to Winnebago Public School District per email on June 17, 2010, and conversation on June 18, 2010, with Diane Stuehmer.

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.

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;
- (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;

- (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
- (4) Report to the NDE the school-level data required under section III of the final requirements.

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	0.00%
(2) Graduation rate (AYP graduation rate for high schools only)	82.76%
(3) College enrollment rate (high schools only)	23.52%
Leading Indicators	
(4) Number of minutes within the school year	68,280
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	6 students 17.65%
(6) Dropout rate (total for high schools only)	1.91%
(7) Student attendance rate	90.39%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	27
(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).

Winnebago Public High School was identified as a Tier I school due to the graduation rate. The Transformation Model will allow Winnebago Public School to concentrate on the high school graduation rate by acquiring funds to implement different strategies of educating each student. Continuity for the students in low socio-economic situations is important. 100% of the educators at the high school level are teaching in their endorsed area. The Transformation Model allows this stability for the young adults to continue earning their high school diploma. The other models require changes in the teaching professionals. Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies is a requirement in the Transformation Model. The ongoing, high-quality, job-embedded professional development is an area of need that must be dealt with at Winnebago Public School; the financial constraints of the current district budget does not allow for monthly professional development. The grant monies would give the high school educators the opportunity to have this necessary on-site training.

- (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 high school schedule is being changed for the 2010-2011 school year. The high school will move from tutoring periods to homeroom mentoring for thirty minutes at the beginning and end of the day. The teacher's contract provides after school assistance for the students. One area of need is getting the students who require this support to stay after school. Parent and family engagement at Winnebago Public School is an issue that is continually being addressed in a variety of manners. The parent-teacher organization sponsors pizza parties for the highest percentage of attendance at parent-teacher conferences. Family reading nights were conducted throughout the 2009-2010 school year. Creating a joint venture between the families and school district is a challenge each year. Community partners and involvement must be addressed at Winnebago Public School. Some community members view the district as "the school on the hill". In a grant through the Nebraska State Education Association (NSEA), the district will begin holding community conversations to focus on concerns of the community. Additional resources for community involvement would prove beneficial in the effort to make the conversations successful. The Transformation Model allows for the opportunity to provide ongoing mechanisms for family and community engagement.

- (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?

There are a number of professional development opportunities that the staff attends, but a lack of sharing on our part has not allowed a successful use of the resources – system of sharing information with others. Examples of conferences in the past years include: Nebraska ACT Conference, AdvancEd Conference, John Baylor ACT Test Prep, Angelnet Training, and Math Connections.

The current evaluation form does not allow for staff members to officially write professional learning plans. With the Transformation Model, using rigorous, transparent, and equitable evaluation systems is a requirement. It will create an opportunity for the instructors to self-reflect and determine a suitable goal for each year. Identifying and rewarding school leaders, teachers, and other staff is a prerequisite of the Transformation Model. In addition, implementing strategies to provide financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions is an area of importance. The Transformation Model will provide the conditions and funding to recognize individuals who accomplish the professional learning goal.

- (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?

At Winnebago Public School, the articulated, written curriculum is aligned to the Nebraska State Standards. The Board of Education approved the new math and language arts curriculum at the May 2010 school board meeting. In 2009-2010, high school instructors pledged to ensure that students were writing answers in complete sentences. This is one example of vertical alignment from year to year. Student data guides decisions about instruction made at Winnebago Public School, but limited contract time restricts the data team, Title I team, and other committees from meeting. Throughout the years, workshops and conferences about best teaching practices have been attended by the Winnebago Public School staff. The continual refresher of these is insufficient. It is simple to get into a routine of using the same teaching method year after year. Finding a system and the time to collaborate about best teaching strategies and use in the classroom is a need at Winnebago Public School. One requirement of the Transformation Model is to provide ongoing, high quality professional development. It also addresses using data to identify and implement instructional programs that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

- (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 traditional eight-period school day was proving difficult for the Winnebago Public High School pupils. It was determined to revise the schedule to seven periods; then a morning and afternoon mentoring group time was added to the plan. The Schoolwide Title I plan allows for interventions in the high school, but having personnel to address students who do not fit the traditional classroom is difficult. Teen parents at Winnebago Public School do not always complete high school. An avenue to assist them must be developed. The Transformational Model allows for giving the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Another goal of the Transformation Model is to establish schedules and strategies that provide increased learning time. Based on the need at Winnebago Public School, both of those approaches of the model must be an outcome.

- (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.

Discussions were held among the administrative team about the various models. During team meetings (small groups), Cheryl Burrell reviewed the different school intervention models with the teaching staff.

A K-12 Staff meeting was held on May 21 to talk about the models.

On May 28, 2010, Dan Fehringer and Cheryl Burrell met with members of the Board of Education to review the types of school intervention models.

To ensure that the school receives ongoing, intensive technical assistance, the Educational Service Unit #1 was involved in the planning stages of the grant application.

Action Plan for Winnebago Public School

Transformation Intervention Model - 1	
<p>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.</p>	
Activity	<p>The current high school principal will be replaced. However, in an effort to strategically allocate financial and human resources to support the goals of improving instruction and student achievement, it is necessary that Winnebago Public School hire an additional administrator.</p> <p>Student enrollment at Winnebago Public School indicates a poverty level of 85%. Research demonstrates that students of low socio-economic environments need stability and consistency. Relationships built upon trust are critical for the success of each individual student. With the current structure of administrative duties (attendance, Title I plan, discipline, parent/guardian contacts, grants management, state reporting, school improvement for accreditation, wellness committee, school safety, evaluations, scheduling, supervision of activities, school-tribal partnership for truancy, various meetings, etc.) the principals struggle finding time to build essential rapport with the students and staff. In order to address this situation, the addition of an administrative position will allow the district to equitably distribute the responsibilities among the administrative staff. It will provide time for the administrators to create emotional safety for the students and staff by establishing relationships of mutual respect. If there is trust among the stakeholders, the desired outcome of higher graduation rates and student achievement will become a reality.</p>
Key steps	<ol style="list-style-type: none"> 1. Advertise for the administrative position 2. Hire the additional person 3. Allocate administrative duties between the team
Start Date	August 1, 2010
Full implementation date	August 1, 2010

Person(s) responsible	Dan Fehringer
Monitor and evaluate	Dan Fehringer – evaluations: two per year during the first three years of employment
Cost for three years	<p>SALARY, FRINGE BENEFITS/TAXES</p> <p>2010-2011 - \$68,900, \$31,000</p> <p>2011-2012 - \$70,967 (3% increase), \$33,000</p> <p>2012-2013 - \$73,096 (3% increase), \$35,000</p> <p>TOTAL: \$311,963</p>

Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness (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	
Activity	<p>Each teacher and administrator will develop a professional growth plan based upon self-identified strengths and weaknesses. The focus of this plan will be to improve the professional progress of the teacher in either classroom instructional strategies or classroom behavior management. In addition, the administrators will focus their own professional growth plans on areas of concern according to the information generated in the School Improvement and Title I surveys.</p> <p>Professional Growth Planning is a process of self-directed inquiry focused on what staff members need to learn and do to improve their practice, resulting in improved student learning. In this process, teachers and administrators engage in self-assessment, analysis of both quantitative and qualitative data, and the priorities of both the school and district. A professional growth plan may be focused on a specific component of <i>The Framework for Teaching</i> (such as improved questioning and discussion skills) or a general aspect of practice (such as learning to use grouping strategies in the classroom.) A valuable professional growth plan is one that engages educators in significant new learning of a skill related to one’s responsibilities. Preparing a meaningful professional growth plan</p>

	<p>requires skills of self-assessment and analysis of practice, knowledge of resources available to contribute to one’s learning, and the discipline to engage in learning activities to improve practice. The activities of the plan may be undertaken individually or collaboratively with others; in each case the result is the same: improved classroom practice and enhanced student learning. (www.danielsgroup.org)</p> <p>Along with developing their own plan, the administration will provide support and assistance to the instructional staff as they, too, are working towards their individual plan.</p>
	<ol style="list-style-type: none"> 1. Each School Improvement standard committee will research various models of professional growth plans. 2. Each committee will develop a professional growth plan format. 3. The chair of each committee will present their plan at a Leadership meeting. 4. The Leadership team will identify key components of each growth plan and formulate a single comprehensive instrument with a rubric (indicator of growth, one area for growth, specific strategies, etc.). 5. The chair will take the single plan back to the committees for review and discussion. 6. The Professional Growth Plan model will be disseminated to the staff. 7. Training for implementation of the Professional Growth Plan model will be provided.
Start Date	August 2010 – Begin researching models of professional growth plans.
Full implementation date	August 2011
Person(s) responsible	<p>Teachers and administration</p> <p>Tiffany Heese –provide the training for implementation of the Professional Growth Plan model</p>
Monitor and evaluate	Leadership Team will review the Professional Growth Plan model during each school year.
Cost for three years	\$900 per year for stipends for Leadership Team writing and review of the Professional Growth Plan Model (\$100 per member)

	<p>\$180 per year for Fringe/Tax (\$20 per member)</p> <p>\$300 per year for light refreshments for Leadership Team meeting</p> <p>Total per year: \$1,380</p> <p>TOTAL: \$4140</p>
<p>Transformation Intervention Model - 3</p>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness</p> <p>(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</p> <p>NOTE: This requirement is an option for Tier III schools.</p>	
Activity	<p>An area of concern at Winnebago Public School is staff attendance. During the 2009-2010 school year, forty-eight certified teaching staff used 487 sick leave days. This figure reflects that on average, each teacher was absent 10.15 days.</p> <p>As stated in <i>Education Week</i> on June 15, 2010, a study links teacher absences to lower student scores. If staff members (teachers, administrators, and educational support personnel) are absent from the building, it negatively impacts student achievement. In this article, it was noted that “for every ten days of a teacher’s absence, a student’s reading and math tests scores...declined by about 1/5 of the average.” The authors stated this decline in achievement was more prevalent in schools with a high percentage of poor children.</p> <p>Winnebago Public School will establish a monthly reward system for staff members who meet the attendance goal.</p>
Key steps	<ol style="list-style-type: none"> Design a monthly reward system with input from the certified staff Example of rewards: dismissal at student bell, treats, recognition at meetings, assistance with class preparation (copy, filing), recognition t-shirts, voucher for classroom materials, additional educational field trips for the class, lunch rewards <p>Example of a field trip: High school teacher will team with elementary teacher – Bowling trip: Kindergarten would be able to count the pins and do simple addition; high school math students would calculate possible scores, probability of throwing strikes, or being a mentor to a younger child.</p> <ol style="list-style-type: none"> Implement the plan

Start Date	August 2010
Full implementation date	September 2010
Person(s) responsible	The person who arranges for substitutes will produce a list of teachers and school leaders who have perfect attendance for the month.
Monitor and evaluate	Tiffany Heese Year 1 – Target district goal: Average will be reduced by 10% Year 2 – Target district goal: Average will be reduced by an additional 10% Year 3- Target district goal: Average will be reduced by an additional 5%
Cost for three years	\$3,000.00 per year for rewards Educational field trip expenses: \$1,000 per trip (substitute, admission fees, bus mileage, bus driver wages) limit of two per month Each high school teacher is eligible for one field trip per year. TOTAL for trips per year: \$20,000 TOTAL: \$69,000
Transformation Intervention Model - 3	
Requirement (1C): Developing and increasing teacher and school leader effectiveness (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 NOTE: This requirement is an option for Tier III schools.	
Activity	School leaders and teachers will be rewarded weekly for perfect attendance. Examples of rewards: lesson plan pass (up to two per year), additional prep time, dismissal at student bell, treats, recognition at meetings, assistance with class preparation (copy, filing)
Key steps	Suggestions for non-monetary rewards will be requested from all staff members. The administrator who arranges for the substitutes will need to track the individuals who are absent for the week. At the beginning of each week, certificates will be generated and distributed to the staff members who had perfect attendance.

Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	The person who arranges for substitutes will produce a list of teachers and school leaders who have perfect attendance for the week.
Monitor and evaluate	Tiffany Heese The weekly attendance data will be tracked to determine if there is improvement in staff attendance. If the information demonstrates the strategy is not assisting with improved staff attendance than other ideas for rewards will be generated.
Cost for three years	\$0.00
Transformation Intervention Model - 3	
Requirement (1C): Developing and increasing teacher and school leader effectiveness (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 NOTE: This requirement is an option for Tier III schools.	
Activity	After students complete the MAP testing, results will be reviewed. If student growth is demonstrated on the MAP test, gift cards will be distributed to staff members who have the pupils in their mentor groups.
Key steps	<ol style="list-style-type: none"> 1. The data team and MAP team will determine appropriate levels of student growth. 2. Information about the program will be distributed and shared with the staff members. 3. Upon the completion of the MAP testing, data retreats will occur. They are built into the school calendar. 4. Growth levels will be calculated. 5. Gift cards must be purchased and distributed to appropriate staff members.
Start Date	August 2010 – Data team and MAP team must determine appropriate level of student growth.

Full implementation date	October 2010
Person(s) responsible	Administrator leading School Improvement process
Monitor and evaluate	Tiffany Heese Each year, the student growth levels will be reviewed to determine the appropriate increase.
Cost for three years	\$4,000 per year - (\$25.00 gift cards, awarded three times per year) Total: \$12,000
Transformation Intervention Model - 4	
Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u> , 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	Winnebago Public School District will hire a consultant to provide on-going professional development for implementing and ensuring best practices are utilized in the daily routine.
Key steps	During the 2009-2010 school year, Winnebago Public School contracted with Judy Miller for ten days of literacy consultation. The focus was initially at the K-8 level and evolved into a K-12 effort. For the 2010-2011, Ms. Miller is contracted for four weeks of on-site professional development that will incorporate a coaching and mentoring process. With the availability of the School Improvement Grant, it is the intention of the Winnebago Public School to contract with Judy Miller on a more regular basis. Ms. Miller will spend one week per month from August to May at Winnebago Public School. She will provide two types of professional development, whole group and individual mentoring. This will center on student and teacher engagement and the gradual release of responsibility model. It includes instructional strategies to promote increased learner outcomes. Based upon data gathered during classroom observations of the instructors, she will be mentoring them on best practices. In addition, all teachers will be utilizing personal reflective journals and meeting with a

	<p>collaborative partner on a weekly basis to gain a deeper understanding of their professional practice. The two colleagues will read each other’s weekly journal reflection and provide feedback.</p> <p>Judy Miller will identify through her classroom observations common strengths and weaknesses and formulate mini-professional development sessions for the whole staff. The presentation will be held after-school during the weeks that she is present in the district.</p> <p>The consultant will also provide coaching/mentoring training to the curriculum director and reading/math coach. The curriculum director and reading/math coach will provide assistance to the staff members throughout the month while the consultant is off-site. During the month, the on-site facilitators will be in contact with Judy Miller via email and phone. The support and leadership for the curriculum director and reading/math coach will allow for the continuation of the professional development at the completion of the grant cycle.</p>
Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	Tiffany Heese
Monitor and evaluate	<p>Tiffany Heese</p> <p>During the 2009-2010 school year, Judy Miller conducted staff interviews to gain an understanding of the staff’s thoughts and practices. At the conclusion of each year, Ms. Miller will conduct staff interviews; this collection of data can be compared to the previous year’s information to determine the effectiveness of the program.</p>
Cost for three years	<p>Year One: \$5,000 per week for ten weeks - \$50,000</p> <p>Year Two: \$5,500 per week for ten weeks - \$55,000</p> <p>Year One: \$6,000 per week for ten weeks - \$60,000</p> <p>TOTAL: \$165,000</p>
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	On June 1, 2010, Bob Uhing from the Educational Service Unit #1 (ESU #1) met with administrators from Winnebago Public School and Walthill Public School. The superintendent from Santee was on conference call for the meeting. A discussion about the various ways that the ESU #1 would be able to assist with the Transformation Intervention Model was held. The ESU #1 provided examples of ways to partner with the Native American School Districts for staff development purposes. They are included in Appendix A at the end of this form.
Key steps	Using data collected in previous years, the Winnebago Public School staff must determine the most appropriate professional development for the district that is offered through the ESU #1. Arrangements for staff attendance at the workshops will be made. In the second and third year of the grant period, the school calendar can be centered on the continued participation in the professional development presented through the ESU #1.
Start Date	August 2010 – Participation in professional development through the ESU #1 will be determined.
Full implementation date	2010 - This is dependent upon the days arranged by the ESU #1.
Person(s) responsible	Tiffany Heese
Monitor and evaluate	Tiffany Heese The programs will be evaluated based upon their relevancy to the needs of the classroom instructors. The teachers will be surveyed to generate data about the importance of the information presented in the professional development. Assessment data will be reviewed by the data team or school improvement committees to determine if the teaching strategies are having a positive impact upon student achievement.
Cost for three years	\$50,000 per year TOTAL: \$150,000

Transformation Intervention Model - 4

<p>Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, 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</p>	
Activity	<p>Each semester, the staff members will read books about best practices or teaching strategies. <i>Failure Is Not an Option: 6 Principles for Making Student Success the Only Option</i> by Alan m. Blankstein and <i>Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension</i> by Danny Brassel and Timothy Rasinski are examples of selected readings. Two books will be chosen for this activity each year.</p>
Key steps	<p>Order books, organize the professional learning community, determine schedule and implementation process.</p> <p>Thirty sessions per year during non-contract time.</p> <p>Staff will be required to sign-in at each session.</p> <p>Each participant will be required to attend 24 sessions (80%) to receive any stipend.</p> <p>Strategies will be implemented in the classroom; examples of use during the instructional period will be demonstrated and documented.</p>
Start Date	September 2010
Full implementation date	October 2010
Person(s) responsible	Tiffany Heese – Cheryl Burrell
Monitor and evaluate	<p>Tiffany Heese</p> <p>At the each chapter of the book is read, group discussions will be held. Ways to incorporate the information into Winnebago Public School will be determined.</p>
Cost for three years	<p>Cost of the books for 20 participants - \$50 each</p> <p>Total: \$2,000 per year</p>

	<p>Cost of implementation of the strategies: \$5,000 per year</p> <p>Stipends: \$15,000 (\$25 per participant per session (non-contract time))</p> <p>Fringe/Tax: \$3,000 per year</p> <p>TOTAL: \$75,000</p>
Transformation Intervention Model - 4	
<p>Requirement (1D): Developing and increasing teacher and school leader effectiveness</p> <p>(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</p>	
Activity	<p>An additional technology teacher will be hired. This person will be responsible for presenting on-site staff development for Winnebago Public School. The instructor will train the teachers about Promethean Boards, LCD projectors, various software programs, and other technology requirements. Team teaching with the classroom staff member will occur so the teachers learn how to implement the technology into the direct instruction of the students. This assistance will ensure sustainability upon the completion of the grant.</p>
Key steps	<ol style="list-style-type: none"> 1. Advertise and hire technology teacher 2. Develop list of job requirements 3. Create a schedule of on-site staff development 4. Design team teaching lessons and schedules
Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	Dan Fehringer
Monitor and evaluate	<p>The high school principal will conduct formal evaluations two times per year. Walk-through evaluations by the administrative team will also be performed. Instructors at Winnebago Public School will be asked about the effectiveness of the previous year and needs for the upcoming one.</p>

Cost for three years	Salary: Year 1 - \$50,000, Year 2 - \$51,500, Year 3 – \$53,045 Fringe: Year 1 - \$24,000, Year 2 – 25,200, Year 3 – \$26,240 TOTAL: \$229,985
Transformation Intervention Model - 5	
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	
Activity	<p>Upon reviewing the 2009-2010 school year sick leave data, no certified staff member at Winnebago Public School had perfect attendance. There was only a one teacher who missed a single day. Seven of the certified people had five or less days absent. The substitute pay was \$69,760 for 2009-2010.</p> <p>A financial incentive of \$500.00 to reward staff for perfect attendance will be granted each quarter. If a faculty member has 1 day absent per quarter, the monetary incentive will be \$125.00.</p> <p>During Year 2 of the grant cycle, instructors with less than 1 day absent per quarter will qualify for the \$125.00 reward. Perfect attendance will be given \$500.00 per quarter.</p> <p>The change to Year 3 will be to less than ½ day per quarter; a person must be absent less than ½ day to qualify for the \$250.00 incentive. \$500.00 per quarter will continue to be provided to anyone with perfect attendance.</p> <p>The goal of this activity is to encourage the staff to be in attendance. Following the expiration of the grant funding, the district will address the capability of sustaining an incentive program similar to this.</p>
Key steps	<ol style="list-style-type: none"> 1. Attendance report will be generated quarterly by the business manager. 2. This report will be compared ensuring that leave slips are accounted for.
Start Date	August 2010
Full implementation date	August 2010

Person(s) responsible	Administrator who arranges for substitutes
Monitor and evaluate	Tiffany Heese At the conclusion of each year, the figures about staff attendance will be generated and compared to the previous year's information.
Cost for three years	Year 1: \$20,000 – Salary; \$4,000 – Fringe/Tax Year 2: \$25,000 – Salary; \$5,000 - Fringe/Tax Year 3: \$30,000 – Salary; \$6,000 – Fringe/Tax TOTAL: \$90,000

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	<p>In the 2009-2010 school year, Winnebago Public School initiated the Read Right program. Using standardized test scores, teacher referrals, and a screening test, children were identified and enrolled in the Read Right program. Some of the high school students were impacted, but the financial resources of the district did not allow for full implementation in the high school.</p> <p>Using the grant funds, a stronger emphasis for Read Right can be obtained during the upcoming years. The district will train a high school teacher to teach Read Right. The additional funding will provide a Read Right library at the high school level and cover the expense of the lease for the MP3 library system for a couple of years. The dollars will be utilized to participate in the Train the Trainer Model. One of the Winnebago Public School staff members will be trained to instruct other professionals in Read Right. This training will ensure that the Read Right program is continued in the following years after the grant period ends.</p> <p>Information about Read Right is provided from www.readright.com</p> <p>Read Right® School Programs</p> <p>Learn About New Core Reading Curriculum for Primary Grades: Read Right from the Beginning</p> <p>Read Right is a unique approach to teaching reading that enables students with reading problems to improve their reading skills in a relatively brief amount of time. Read Right is aimed at students who, though they may have had effective systematic, explicit</p>

phonic instruction, still don't read well enough to perform at a high—or even adequate—academic standard. For these students the issues are frequently fluency and comprehension, and we have demonstrated success in positively impacting these problem areas. The Read Right system of instruction integrates knowledge from brain research, learning theory, and reading theory and is consistently successful in permanently eliminating reading problems.

Proven Effectiveness

Read Right has been used successfully with many categories of students including those enrolled in Title 1 programs, with students classified as dyslexic, ADD or learning disabled, and with students for whom English is a second language. Read Right has been well tested with projects implemented at over 526 sites with more than 3,131,000 hours of tutoring to date. Elementary, middle and high school students have all become excellent readers through Read Right tutoring.

Return on Investment

Read Right helps students significantly improve their reading skills when alternative approaches are showing very slow or no progress. Consequently, when measured by cost per unit of reading advancement, Read Right is the most cost-effective investment a school can make to help students who have fallen behind in reading.

Implementation Model

Read Right is conducted as a pullout intervention program with 3 to 4 students served per tutor per period. Each student is tutored daily and is also expected to read independently on his or her own in level-appropriate materials. Each tutor typically tutors 18 to 24 students per day.

Our Read Right consultants come to your school to train your teachers or para-professionals to become expert in our tutoring methodology. The training is intensive and hands-on, and by virtue of their expanded understanding of how brains learn a process and what brains are doing when they read, your teachers or aides are empowered to help children eliminate their reading problems. A train-the-trainer model is normally chosen by school districts in order that one or more of the tutors are trained to the level of expertise necessary to become certified as Read Right trainers for the district.

Turn Key Approach

Read Right Systems furnishes a complete library and all the training, equipment and materials necessary to assure a successful project. This includes the support systems necessary to assess the student's reading problem in order to place the students accurately in the program, to conduct the tutoring sessions, to manage the students on a daily basis, to manage the project, and to evaluate each students progress with criterion-referenced, formative measures as well as with summative performance measures.

Quality Assurance

Quality assurance is built into the implementation model. Read Right consultants work closely with school personnel during the entire life of the project to insure the integrity of the program, the on-going quality of the project and to provide continuing learning opportunities for the tutoring staff.

More Information

The Read Right system was developed and refined over a period of 20 years by Dr. Dee Tadlock, Ph.D in reading, past president of the College Reading and Learning Association,

	<p>and founder of Read Right Systems. For an interesting insight in how Dr. Tadlock developed this unique approach to teaching reading see Read Right History.</p> <p>For more information on how Read Right can work for your school, call Mervina Sturgeon at (360) 427-9440. Email: mervinas@readright.com.</p>
Key steps	<ol style="list-style-type: none"> 1. Contract with Read Right for the Train the Trainer Model 2. Train a high school teacher to teach Read Right 3. Develop high school schedule to include Read Right 4. At conclusion of the year, review data to evaluate the success of the program
Start Date	August 2010
Full implementation date	Training will be completed in May of 2011, but the instructor will be able to conduct classes throughout the school year.
Person(s) responsible	<p>Tina Rickett – Train the Trainer Model for Read Right</p> <p>Brian Luther – High School Read Right teacher</p>
Monitor and evaluate	<p>Cheryl Burrell – Tiffany Heese</p> <p>Data from standardized test scores, NeSA testing, and Read Right program will be examined by a committee to determine the effectiveness of the program.</p>
Cost for three years	<p>Year 1: *Train the Trainer Model – \$45,000</p> <p>*Substitute pay for Brian Luther, Tina Rickett – Seven weeks of on-site training \$135.00 X 5 X 7 - \$4,725</p> <p>*Read Right Library for the high school room, MP3 Players - \$12, 300</p> <p>TOTAL for Year 1: \$62,025</p> <p>Year 2: *Train the Trainer Model - \$8,000</p> <p>*Substitute pay for Brian Luther, Tina Rickett – Four weeks of on-site training \$135.00 X 5 days X 4 weeks X 2 people - \$5,400</p> <p>*Lease for MP3 players - \$1,500</p> <p>TOTAL for Year 2: \$14,900</p>

	<p>Year 3: *Train the Trainer Model - \$8,000</p> <p>*Substitute pay for Brian Luther, Tina Rickett – Four weeks of on-site training \$135.00 X 5 days X 4 weeks X 2 people - \$5,400</p> <p>*Lease for MP3 Players \$1,500</p> <p>TOTAL for Year 3: \$14,900</p> <p>TOTAL for grant cycle: \$91,825</p>
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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	<p>To promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students, Winnebago Public School will utilize a variety of activities.</p> <p>Jim Hopkins, ESU #1, created a data storage collection system for Winnebago Public School. The district’s data team, MAP team, Title I planning committee, and assessment team will work collectively to analyze the information collected in the system. Additional time after contract hours for team members to examine the data will be provided. To encourage participation beyond the normal working day, a stipend will be paid to the attendees at the meetings. The process of targeting the school calendar around data analysis will continue. The analysis of the information will be used to identify students in need of assistance, to determine changes in the curriculum, to conclude which teaching strategies are effective, and to make improvements in the Title I plan.</p> <p>In another effort to meet the academic needs of the pupils, professionals will be taught how to perform diagnostics tests such as one minute probes which can be completed during the mentoring/homeroom setting of the school day. This information can lead to differentiated instruction for the students. High school teachers may share this information with one another to determine the best suitable strategies to engage the students in the classroom.</p>
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| Key steps | <ol style="list-style-type: none"> 1. Data has to be provided to Jim Hopkins. 2. Meetings dates to analyze the date must be determined. 3. Diagnostic tests must be reviewed and purchased. |
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	4. Develop a schedule for the one-minute diagnostic test that is not concurrent with NeSA or MAP testing.
Start Date	August 2010
Full implementation date	November 2010
Person(s) responsible	Tiffany Heese
Monitor and evaluate	Tiffany Heese Data driven decisions should produce positive outcomes for the student achievement, so the evaluation will be demonstrated in the standardized test scores and student growth.
Cost for three years	\$25 stipend X 4 times X 3 years X 10 staff members X 4 committees (\$12,000) \$5 for Fringe/Taxes X 4 times X 3 years X 10 members X 4 committees (\$2,400) Total for stipends per year: \$4,800 Diagnostic Test Materials per year: \$3,000 TOTAL: \$23,400

Transformation Intervention Model - 8

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)	
Activity	Positive Behavioral Interventions and Support (PBIS) was implemented in the elementary school during the 2008-2009 school year. The seventh and eighth graders were included in the program in the following year. PBIS is a school-wide discipline method that provides proactive strategies for defining, teaching and supporting appropriate student behaviors. The pupils are recognized at varying times throughout the school day, and they do not know when it will be. The teachers 'catch' the students demonstrating correct behavior and recognize them for it. PBIS is designed to create a positive school environment. The BAGO Rules (B e safe, A rrive on time, G ive respect/get respect, and O wn your actions) were developed as part of the program. It is the belief that putting the BAGO Rules into practice at the high school level will assist in creating a community-oriented school. A license with the School-Wide Information System (SWIS) will be purchased to collect information about behavior

	incidents within the high school.
Key steps	<ol style="list-style-type: none"> 1. Expand PBIS team to include two members of the high school instructional staff 2. Develop plan to encourage participation by the high school students in the BAGO Rules (point system, rewards, etc.) 3. Write lesson plans, incentive plan, sample office referral process, and schoolwide expectations and matrix 4. Evaluate SWIS data to determine changes in the program or areas of concern on a monthly basis- meetings held after contract hours 5. Plan monthly assemblies to celebrate BAGO Rules
Start Date	August 2010
Full implementation date	August 2011
Person(s) responsible	PBIS team
Monitor and evaluate	<p>Tiffany Heese – PBIS team</p> <p>Data collected in SWIS will be reviewed and processed; Changes with the program will be determined using information from SWIS.</p>
Cost for three years	<p>\$4,200: Stipends for planning \$600 – seven members</p> <p>\$840: Fringe/Taxes \$120 – seven members</p> <p>\$5,000: Rewards for students/Assemblies</p> <p style="padding-left: 40px;">-\$500 for gift cards per year</p> <p style="padding-left: 40px;">-\$150 per month for group activity</p> <p style="padding-left: 40px;">-\$300 per month for student incentives</p> <p>\$250 per year: SWIS license</p> <p>Total per year: \$10,290</p> <p>TOTAL: \$30,870</p>
Transformation Intervention Model - 8	

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)	
Activity	<p>In an effort to create a community-oriented school atmosphere, the high school schedule is moving from eight periods to seven per day. A homeroom mentoring program will be developed using the 'extra' time. Students will meet with their mentor teacher before the day begins and at the conclusion of it.</p> <p>Another idea to create this environment is to use tutoring time, as outlined in the negotiated agreement, for a variety of activities. This time has not served to be useful for academic tutoring for most students, so it was determined to implement project based learning time, book clubs, Chess Club, Destination Imagination, or drama club. These activities should provide avenues for providing a positive ambiance at the school where the students will feel safe and protected. Once this routine is established, a more academic tutoring style can be maintained.</p> <p>Academic tutoring will still be offered to young adults who want to take advantage of the opportunity. It was mentioned that this could occur before or after school. The time would need to be flexible to accommodate the availability of the students.</p> <p>As the grant funding concludes, each group could seek donations to continue with their efforts.</p>
Key steps	Survey the students to determine what types of activities they would participate in. The teachers would need to establish what activity they want to organize for the students. Plans to launch the various clubs would need to be developed.
Start Date	August 2010
Full implementation date	Various times throughout the school year.
Person(s) responsible	High School Instructors
Monitor and evaluate	<p>Tiffany Heese</p> <p>Rosters of participants will need to be kept to determine which activities were successful and which ones must be changed.</p>
Cost for three years	<p>\$1,000 per group for supplies and materials</p> <p>\$25 per group X 10 months for snacks</p>

	Total per year: \$2,750 per group TOTAL: \$8,250
Transformation Intervention Model - 8	
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)	
Activity	<p>During the 2009-2010 school year, Winnebago Public School initiated a lease to buy plan to provide laptops for student use. Financially, the district was able to supply the computers to the senior class, and due to the socio-economic situation the graduating seniors were able to purchase the laptop from the school for a nominal charge. Pupils completed coursework using word processing programs, developed projects based on research, and designed multi-media presentations. Winnebago Public School would like to extend the student laptop program to the freshmen, sophomore, and junior classes. The idea of a virtual classroom for all levels would be possible.</p> <p>The laptop program provides an alternative avenue for students who are challenged through the constraints of a traditional classroom setting. Therefore, to increase the graduation rate, web-based programs/LAN (PLATO and OdysseyWare) would be available on the laptops to assist students who need a flexible school day to complete the graduation requirements. Teen parents and homebound students due to illnesses, family situations, or extenuating circumstances would benefit from this approach, because the computers would serve as another method of attaining the necessary credits to fulfill graduation requirements.</p> <p>The information technology coordinator will be responsible for installing appropriate software and maintaining the computers.</p> <p>After the three year grant period, the school district would be able to continue the initiative, because the cycle of supplying one freshman class with computers would be possible.</p>
Key steps	<ol style="list-style-type: none"> 1. Count number of students enrolled in the high school classes. 2. Investigate availability and costs of laptops 3. Purchase the necessary number of laptops 4. Install appropriate software 5. Distribute computers to the students 6. Maintain the laptops

Start Date	August 2010
Full implementation date	October 2010 – computers to the junior class January 2011 – laptops provided for the sophomores May 2011 – final distribution to freshman class For the subsequent years of the grant, the computers would be issued by October.
Person(s) responsible	Information Technology Coordinator
Monitor and evaluate	Tiffany Heese – Cheryl Burrell – administrative team Throughout the year, lesson plans will be examined by the curriculum director and project manager to ensure that technology is being incorporated into the daily lessons. Walk-throughs conducted by the administrative team will provide feedback about the utilization of the laptops.
Cost for three years	Year 1 - \$50,000 Year 2 - \$25,000 Year 3 - \$25,000 TOTAL: \$100,000
Transformation Intervention Model - 8	
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)	
Activity	To increase learning time in the classrooms, Promethean Boards will be purchased for each high school room. As stated on Promethean’s website, http://www.prometheanworld.com/server.php?show=ConWebDoc.9998 , Round Rock ISD is a progressive district with a diverse population of 39,000. Last year, with the help of Promethean, a global leader in interactive learning technologies, the district implemented a Digital Learning Classroom Project (DLC). This study took third and fifth grade high stakes assessment scores in classrooms using the Promethean ActivClassroom and compared it to similar classrooms without the technology. In spring of 2003, the Texas Assessment of Knowledge and Skills (TAKS), Texas’ high stakes assessment mandated by NCLB legislation was implemented. The commended achievement level of TAKS indicates student performance at a level which notably

	<p>exceeds the state passing standard, demonstrating thorough understanding of knowledge and skills at the grade level tested.</p> <p>When the results of the DLC project at Round Rock ISD were reviewed, there were notable increases in student performance in classrooms implementing Promethean's ActivClassroom. 50% of fifth grade ELL students in digital classrooms received the TAKS Commended rating, compared to 8.5% of ELL students in non-digital classrooms. For TAKS Reading Performance in third grade, the percentage of ELL students who achieved the TAKS Commended level was 10% higher than comparable classrooms without the Promethean Technology. Perhaps the most significant result of the study showed a 100% TAKS pass rate for fifth grade ELL students in Promethean classrooms compared to a mere 73.2% in non digital classrooms.</p> <p>Based upon this information, Winnebago Public School believes that the interactive classroom experience would have a positive impact on student achievement and behavior.</p> <p>After the three year grant period, the school district will be able to continue utilizing the Promethean Boards, because the Information Technology Coordinator will provide necessary training for new staff members and maintenance of the boards.</p>
Key steps	<ol style="list-style-type: none"> 1. Investigate availability and costs of Promethean Boards 2. Purchase Promethean boards for each high school classroom 3. Install appropriate software 4. Distribute computers to the students 5. Maintain the Promethean Boards
Start Date	August 2010
Full implementation date	May 2011 – All Promethean boards will be installed in each high school classroom.
Person(s) responsible	Information Technology Coordinator
Monitor and evaluate	<p>Tiffany Heese – Cheryl Burrell – administrative team</p> <p>Throughout the year, lesson plans will be examined by the curriculum director and project manager to ensure that technology is being incorporated into the daily lessons.</p> <p>Walk-throughs conducted by the administrative team will provide feedback about the utilization of the Promethean Boards.</p>

Cost for three years	\$60,000
Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Professional Learning Community – <i>Beyond the Bake Sale</i> by Anne T. Henderson, Vivian Johnson, Karen L. Mapp, and Don Davies. At the Nebraska Family/School/Community Engagement Summit, Karen Mapp spoke to the group. This book is filled with ideas about how to form essential partnerships and ways to try and make them work. The Professional Learning Community group would read one chapter per week, formulate a plan of implementation, follow through with the plan, and review how the strategy worked.
Key steps	Order books, organize the professional learning community, determine schedule and implementation process
Start Date	September 2010
Full implementation date	August 2011
Person(s) responsible	Tiffany Heese – Cheryl Burrell
Monitor and evaluate	Tiffany Heese At the conclusion of the book, a survey or review of the projects should be conducted. Ideas for new projects must be generated while continuing with the ones that are beneficial and lead to change.
Cost for three years	Cost of the books - \$40.00, 60 participants, shipping Total: \$2,400 Cost of implementation of the strategies: \$5,000 per year TOTAL: \$17,400
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	A certified teacher for alternative settings will be hired. This person will be responsible for educating students who need a flexible schedule such

	<p>as teen parents and homebound students due to illnesses, family situations, or extenuating circumstances. The schedule for this individual would be determined based upon the situation of the students. It may be constantly changing to ensure the flexibility needed to provide the pupils with the appropriate avenues of obtaining a high school diploma. A vision is that this faculty member will be providing instruction at the student’s home or a place in the community; thus, the school district is going to the young adult versus the pupil coming to the traditional educational setting. Transportation will be provided using a district vehicle. At the end of the grant cycle, it is the commitment of the Winnebago School District to sustain programs that are proven to be effective through general funds or other funding sources.</p>
Key steps	<ol style="list-style-type: none"> 1. Hire personnel 2. Generate list of students who would benefit from this type of program 3. Develop program with assistance from data team, high school principal, high school counselor, and assessment committee 4. Conduct parent/guardian and student meetings to explain the program
Start Date	August 2010 – planning stages
Full implementation date	October 2010
Person(s) responsible	High School Principal – on-going evaluation throughout the year to ensure achievement of the student
Monitor and evaluate	<p>Tiffany Heese and High School Principal</p> <p>Compare success rate with the number of high school dropouts and fifth-year seniors in the previous years.</p>
Cost for three years	<p>Salary: Year 1 - \$50,000, Year 2 - \$51,500, Year 3 – \$53,045</p> <p>Fringe: Year 1 - \$27,000, Year 2 – 28,000, Year 3 – \$29,000</p> <p>TOTAL: \$238,545</p>
Transformation Intervention Model - 10	
<p>Requirement(4A): Providing operational flexibility and sustained support</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive</p>	

	approach to substantially improve student achievement outcomes and increase high school graduation rates
Activity	<p>To increase high school graduation rates, Winnebago Public School will offer certified staff within the system the opportunity to teach the Twilight School or Saturday School. This option will put into practice a program to serve students who are severely deficient in required credits when they are near the age of graduation.</p> <p>The laptop program outlined in Transformation Intervention Model - number 8 would be utilized in the Twilight School or Saturday School. Web-based programs/LAN (PLATO and OdysseyWare) would be available on the laptops to assist students who need a flexible school day to complete the graduation requirements.</p> <p>The district will work with the Winnebago Tribe to ensure the continuance of this program if successful.</p>
Key steps	<ol style="list-style-type: none"> 1. Obtain personnel (Personnel may vary from session to session. It will be based upon the needs of the students.) 2. Generate list of students who would benefit from this type of program 3. Develop program and create schedule for number of sessions offered throughout the year with assistance from data team, high school principal, high school counselor, and assessment committee 4. Explain program to parents/guardians and students who qualify for it.
Start Date	August 2010 – planning stages of the program
Full implementation date	December 2010
Person(s) responsible	High School Principal – Responsible for organization and management of the program (included in job duties)
Monitor and evaluate	<p>Tiffany Heese and High School Principal</p> <p>Compare success rate with the number of high school dropouts and fifth-year seniors in the previous years.</p>
Cost for three years	<p>Two certified staff members and one non-certified staff member will be available at each session. (90 sessions X 2 hours per session)</p> <p>\$25.00 per hour for certified (\$50 X 90 X 2 = \$9,000)</p>

	<p>\$5.00 for Fringe/Taxes (\$10 X 90 X 2 = \$1,800)</p> <p>\$12.00 per hour for non-certified (\$24 X 90 X 1 = \$2,160)</p> <p>\$3.00 for Fringe/Taxes (\$6 X 90 X 1 = \$540)</p> <p>Total per year: \$13,500</p> <p>TOTAL: \$40,500</p>
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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	<p>As displayed in the graph below, the attendance rate for Winnebago Public School is significantly below the state average. Students’ poor attendance directly correlates with lack of high school completion. The displayed data for the district necessitates employment of a full-time attendance coordinator. This individual’s responsibilities will include maintaining the Nebraska Student and Staff Record System (NSSRS), ensuring student attendance is current and accurate, informing the Tribal Truancy Officer about who is not in school, addressing students who are not enrolled due to the twenty day rule, collaborating with the Winnebago Tribal Juvenile Services Program (JSP), and making phone calls to parents/guardians regarding attendance.</p>
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Attendance Rate		
Years	State	District
1990-1991	95.32%	91.85%
1995-1996	94.85%	89.69%
2000-2001	95.06%	90.93%
2005-2006	94.94%	89.15%
2006-2007	94.77%	87.62%
2007-2008	94.71%	86.95%
2008-2009	94.84%	90.39%

Key steps	<ol style="list-style-type: none"> 1. Create job description for the position 2. Advertise for the position 3. Hire someone for the position 4. Provide training 5. Orient new hire to the community, staff, students, and tribal
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	agencies
Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	Tiffany Heese
Monitor and evaluate	Tiffany Heese Student attendance data will be generated monthly. Decisions about the individual's job requirements will be determined and adjusted according to the information.
Cost for three years	Salary: Year 1 - \$50,000, Year 2 - \$51,500, Year 3 – \$53,045 Fringe/Taxes: Year 1 - \$27,000, Year 2 – 28,000, Year 3 – \$29,000 TOTAL: \$238,545
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	At the end of the 2009-2010 school year, Jim Hopkins from the Educational Service Unit #1 (ESU #1) developed a student data warehouse storage system. This program will combine the district's information from the student management system, state assessment results, two researched based assessment tools: AIMS Web data and Measures of Academic Progress (MAP) information. The 2010-2011 school calendar was designed to include data retreat days to focus on reviewing the collected data and determining what educational reforms for school improvement and student achievement are needed.
Key steps	<ol style="list-style-type: none"> 1. Data team will provide direction to Jim Hopkins to enhance the data warehouse storage system 2. Data team will update the school's data into the data warehouse storage system 3. Data team will conduct staff trainings 4. As a result of the retreats, data-driven decisions will be made by

	the educational staff.
Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	Tiffany Heese
Monitor and evaluate	Tiffany Heese This process will be monitored and evaluated at each of the scheduled data retreats.
Cost for three years	\$0.00
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	The school, under the direction of the district's Informational Technology coordinator, will purchase and install an additional server to warehouse collected data.
Key steps	<ol style="list-style-type: none"> 1. Secure pricing of a server that accommodates the district's technological needs 2. Purchase the server 3. Install the server 4. Maintain and update the server as necessary
Start Date	August 2010 – allow for researching various servers
Full implementation date	December 2010
Person(s) responsible	Winnebago's Information Technology coordinator
Monitor and	Tiffany Heese

evaluate	
Cost for three years	\$5,000
Transformation Intervention Model	
Permissible Activities	
Activity	<p>Winnebago Public School will hire a project manager. This person will develop a working relationship with the principal, superintendent, and Department of Education to ensure the coordination of the activities. The project manager will maintain that the collection and management of data is occurring.</p> <p>The School Board recognizes the need of a lead person/administrator. They directed the superintendent to find the funding to sustain this position upon the completion of the grant.</p>
Key steps	<ol style="list-style-type: none"> 1. Assign staff member to the position 2. Include this person in the writing of the grant application 3. Conduct ongoing evaluations to determine the progress of the activities 4. Ensure the collection and management of data
Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	Dan Fehringer
Monitor and evaluate	<p>Dan Fehringer</p> <p>Each year, the grant will be reviewed to determine the success of each section.</p>
Cost for three years	<p>SALARY, FRINGE BENEFITS/TAXES</p> <p>2010-2011 - \$68,900, \$31,000</p> <p>2011-2012 - \$70,967 (3% increase), \$33,000</p> <p>2012-2013 - \$73,096 (3% increase), \$35,000</p>

	TOTAL: \$311,963
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Appendix A

Native American PLAS Grant Activities

Provided from the ESU #1

Contact: Bob Uhing

Training Initiative:

Ruby Payne and Robert Marzano partnership for three years

Purpose:

Build a three-year strategic plan using Ruby Payne to address improving learning for students of poverty. The model includes training of ESU staff and school staff. Expectations will be to include the training information as part of each district's school improvement process. Marzano training will include having ESU personnel become trained facilitators for Marzano in the use of his instructional strategies to improve student achievement.

Budget:

A half day of training by Ruby Payne or Robert Marzano and consultant work during the 2010–2011, 2011–2012, 2012–2013 school years. Cost per year is estimated at \$27,000, or \$9,000 per district.

Training Initiative:

National conferences for school and ESU staff to develop a trainer of trainers model to maintain district school improvement initiatives.

Purpose:

Build the capacity of the ESU #1 staff development team members working monthly in each of the four Native American districts, along with building internal training capacity for each of the districts.

Budget:

AdvancED National Conference to be attended by four ESU staff developers and four representatives from each school’s leadership team on school improvement, for a total of 20 staff persons per year representing ESU #1, Walthill High School, Santee High School, Winnebago High School, and Umo Ho Nation High School. Cost per year estimated at \$34,000 for the group. The cost per individual district is \$8,500 per year for three years.

Training Initiative:

MAP Trainer of Trainers

Purpose:

The MAPs assessment is used by each of the four school districts to review student achievement data and also is used as each district’s summative assessment model to meet Rule 10 requirements. Each ESU staff developer and school psychologist will be trained as data experts using the MAPs assessment information. In turn, they will train school personnel and work with individual teachers on how to use the data, including leading and supporting annual data retreats in each school district.

Budget:

The cost for each training is \$3,700. Five trainings will be required to attain the necessary skills. Two trainings will be offered per year at a cost of \$7,400. In the third year, one training will occur at a cost of \$3,700. The total cost for all three years will be \$18,500. The three districts will pay a fee of \$2,400 per year for the first two years and a fee of \$1,233 the third year for the training.

Training Initiative:

AIMSweb Trainer of Trainers

Purpose:

AIMSweb is used by each of the four school districts to review student curriculum-based measures in reading, writing, and mathematics to shape classroom instruction. The information is also used by each school district as part of their Rtl initiative. Each ESU staff developer and two school psychologists will be trained as data experts using AIMSweb assessment data information. In turn, they will train school staff on how to use the AIMSweb data in making classroom decisions. This information will also be used as part of each district's annual data retreat.

Budget:

The cost for this training is \$800 per person plus four nights of lodging. Total cost for the initiative is \$7,200. This will be a one-time fee with each district paying \$2,400 the first year of implementation.

Training Initiative:

21st Century Skills Facilitators

Purpose:

Train 20 ESU and school staff employees to be 21st Century Skills Facilitators. The objective of the Professional Development Affiliate Program is to ensure 21st Century readiness for every student by establishing a network of professional development experts.

Budget:

The cost is \$26,000 for the two-day training by an individual from The Partnership for 21st Century Skills to be implemented in the first year. Each district will pay a one-time fee of \$8,000 for the training in the first year.

Training Initiative:

Leadership Development

Purpose:

Train school administrators to be instructional leaders for each district. The objective is to use McRel trainers to work with the administrators from each district to receive training on teacher evaluations as they are tied to student achievement. McRel's Balanced Leadership training and Power Walkthrough training, along with onsite and offsite mentoring activities will be used to develop highly trained instructional leaders to improve student achievement and address the drop out rate in each district.

Budget:

\$36,000 per year for three years for eight high school administrators to be trained by McRel in various aspects of school leadership to improve student achievement and reduce the high school drop out rate. This will also include onsite mentoring, along with conference calls and using Skype for training activities

- ▶ Year one: \$12,000 per school to train the high school administrators on Balanced Leadership activities and Power Walkthrough.
- ▶ Year two: \$12,000 follow-up on-site training by McRel along with having the administrators from each high school attend the McRel Summer Institute.
- ▶ Year three: \$12,000 on-site mentoring and follow-up, including the purchase of hardware to electronically evaluate teaching staff using the McRel model.

Training Initiative:

Professional Development for Mathematics

Purpose:

Provide classroom support and act as a math coach to make classroom observations, modeling lessons, and pre and post observation follow-up. Having a coach at each school one day per month would provide opportunities to get to know the students, teachers, and schools and between sessions, the coach could communicate through email.

Bringing all of the teachers from the four schools together would allow them to share information, discuss teaching strategies and receive “mini-training.” The expertise of this group regarding their students and schools would be valuable to everyone. The group could utilize Skype or distance education technology to meet 6-9 times per year and the teachers will be provided with a stipend for each of the meetings.

The purchase of materials and resources would be provided, including the purchase of NCTM Journals, a monthly magazine for middle level and high school. In addition, electronic access is provided to previous issues of the journals. There is a wealth of professional development and resources provided in each issue.

Training with all staff at the school to create a systematic and systemic process. This could be completed during an existing staff development day and the topics could include school wide problem-solving plan, strategies for enhanced vocabulary acquisition, homework, L to J, and brain based learning, etc. Math content specific trainings could be conducted in the ESU #1 area to build a wider network of mathematics teachers. The training would focus on the Nebraska State Standards in the area of Number Sense, Algebraic Concepts, Geometric Concepts and Probability and Statistics Concepts. The utilization of data provided by MAPs testing provides a wealth of information about student achievement on all Nebraska Mathematics Standards Concepts.

Budget:

\$36,000 per year or \$12,000 per school district per year for three years, which includes the cost of the trainer at \$500 per day plus expenses. This also includes paying for substitute teachers, materials, and ESU staff development support. The total cost will be \$108,000 for the three school districts for three years.

Training Initiative:

21st Century Learning that embeds technology into the curriculum

Purpose:

Provide hardware and software for students and teachers that include training on how to use the various software packages across the curriculum. The goal is to train teachers on how to use computer software on laptops, iPods, and iPads to enhance the curriculum. All teachers at the high school will be provided with a laptop computer with the following software on each computer: Microsoft Office, iWorks, iLife, Adobe Premier Pro, and Adobe CS5. The expectation will be to use the various pieces of technology to enhance instruction and support students as they incorporate the use of technology in the learning process. ESU #1 will provide training for high school staff on the use of the various pieces of technology and software at no charge to the districts.

Budget:

Year one will include the purchase of the software for 60 computers at a total cost of \$47,200. A lab will be purchased for each school to include 20 iPads, 20 iPods, and 20 Macbook Pro laptops to be used in the high school classrooms. The cost for 60 iPads is \$36,000, for 60 iPods is \$18,000 and for 60 Macbook Pro computers is \$66,000. This equates to \$12,000 per school for iPads, \$6,000 for iPods, and \$22,000 for a Macbook lab. This is a one-time cost for the school districts and the training will be provided by ESU #1.

Cost per district for all of activities with the exception of the last technology initiative is \$54,300 per year.

ESEA Section 1003(g) School Improvement Grants

REVIEWERS RATING AND CHECKLIST

District Name: _____

County/district Number: _____

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						

Checklist for TRANSFORMATION INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Required Activities						
(d)(1)(i)(A) replace principal						
(d)(1)(i)(B) evaluation systems for teachers & principals						
(d)(1)(i)(C) reward school leaders						
(d)(1)(i)(D) ongoing professional development						
(d)(1)(i)(E) recruit/retain staff with necessary skills						
Permissible Activities:						
(d)(1)(ii)(A) attract/retain staff with necessary skills						

(d)(1)(ii)(B) institute a system for measuring changes						
(d)(1)(ii)(C) mutual consent for hiring teachers						
Required Activities						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
Permissible Activities:						
(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
Required Activities						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
Permissible Activities:						
(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d)(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
Required Activities						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
Permissible Activities:						
(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
AVERAGE POINTS FOR REQUIREMENTS						

Checklist for Tier III Schools with Title I Accountability Plans *AI = Already started or implemented Briefly list activities from the Action Plans	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points

2007-2008 State of the Schools Report

A Report on Nebraska Public Schools

SCHOOL DISTRICT:

SCHOOL BUILDING: WINNEBAGO HIGH SCHOOL



► School Profile



School Profile

2007 - 2008

School Characteristics



School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	37.33%	76.07%	72.73%
English Language Learners Percentage	6.47%	0.00%	0.00%
Mobility Percentage	12.38%	33.48%	41.67%
Enrollment	290,767	460	132



Percentage of Students Meeting Standards - Reading

Grades	11
All Students (including ELL and Special Education)	92.31%
Special Education Students	81.82%
English Language Learners	▲
Gender	
Male	91.67%
Female	92.86%
Race / Ethnicity	
American Indian / Alaska Native	96.00%
Asian or Pacific Islander	▲
White, Not Hispanic	*
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	93.33%
Migrants	▲

Percentage of Students Meeting Standards - Mathematics

Grades	11
All Students (including ELL and Special Education)	80.00%

Special Education Students	50.00%
English Language Learners	▲
Gender	
Male	72.73%
Female	85.71%
Race / Ethnicity	
American Indian / Alaska Native	83.33%
Asian or Pacific Islander	▲
White, Not Hispanic	✱
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	73.33%
Migrants	▲

Percentage of Students Meeting Standards - Science

Grades	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	100.00%
English Language Learners	▲
Gender	

Male	100.00%
Female	100.00%
Race / Ethnicity	
American Indian / Alaska Native	100.00%
Asian or Pacific Islander	▲
White, Not Hispanic	*
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Writing

	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	100.00%
English Language Learners	*
Gender	
Male	100.00%
Female	100.00%
Race / Ethnicity	

American Indian / Alaska Native	100.00%
Asian or Pacific Islander	N / A
White, Not Hispanic	*
Black, Not Hispanic	N / A
Hispanic	N / A
Free / Reduced Priced Meals	100.00%
Migrants	N / A

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

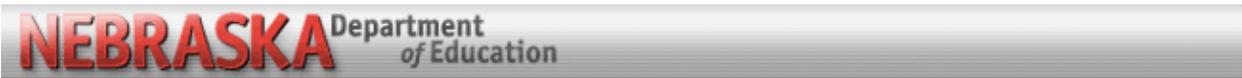
Student Performance Decision used for AYP

AYP	High
Reading	
All students	~

American Indian/Alaska Native	~
Asian or Pacific Islander	*
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	~
Special Education Students	*
English Language Learners	*
Math	
All students	~
American Indian/Alaska Native	~
Asian or Pacific Islander	*
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	~
Special Education Students	*
English Language Learners	*
No Child Left Behind Qualified Teachers	100.00%

- * Data was masked to protect the identity of students using one of the following criteria:
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 - 2) All students were reported in a single performance category.

~ To be included for AYP determinations, a group must have at least 30 students.



2008-2009 State of the Schools Report

A Report on Nebraska Public Schools

SCHOOL DISTRICT:

SCHOOL BUILDING: WINNEBAGO HIGH SCHOOL

▶ School Profile

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	83.96%	80.71%
English Language Learners Percentage	6.31%	0.00%	0.00%
School Mobility Rate	12.02%	17.16%	18.57%
Enrollment	292,030	480	140

Percentage of Students Meeting Standards - Reading

Grades	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	✱
English Language Learners	▲
Gender	
Male	100.00%
Female	✱
Race / Ethnicity	
American Indian / Alaska Native	100.00%
Asian or Pacific Islander	▲

White, Not Hispanic	▲
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Mathematics

Grades	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	✱
English Language Learners	▲
Gender	
Male	100.00%
Female	✱
Race / Ethnicity	
American Indian / Alaska Native	100.00%
Asian or Pacific Islander	▲
White, Not Hispanic	▲
Black, Not Hispanic	▲
Hispanic	▲

Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Science

Grades	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	*
English Language Learners	▲
Gender	
Male	100.00%
Female	*
Race / Ethnicity	
American Indian / Alaska Native	100.00%
Asian or Pacific Islander	▲
White, Not Hispanic	▲
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Writing

	08	11
All Students (including ELL and Special Education)	*	81.82%
Special Education Students	*	*
English Language Learners	*	*
Gender		
Male	*	69.23%
Female	N / A	*
Race / Ethnicity		
American Indian / Alaska Native	*	81.82%
Asian or Pacific Islander	N / A	N / A
White, Not Hispanic	N / A	N / A
Black, Not Hispanic	N / A	N / A
Hispanic	N / A	N / A
Free / Reduced Priced Meals	N / A	77.78%
Migrants	N / A	N / A

* Data was masked to protect the identity of students using one of the following criteria:

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- 2) All students were reported in a single performance category.

- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP

AYP	High
Reading	
All students	~
American Indian/Alaska Native	~
Asian or Pacific Islander	*
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	~
Special Education Students	*

English Language Learners	*	
Math		
All students	~	
American Indian/Alaska Native	~	
Asian or Pacific Islander	*	
White, Not Hispanic	*	
Black, Not Hispanic	*	
Hispanic	*	
Students eligible for free and reduced lunch	~	
Special Education Students	*	
English Language Learners	*	
No Child Left Behind Qualified Teachers	N / A	

* Data was masked to protect the identity of students using one of the following criteria:

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~ To be included for AYP determinations, a group must have at least 30 students.

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SCHOOL DISTRICT:

SCHOOL BUILDING: WINNEBAGO HIGH SCHOOL

► School Profile

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	83.96%	80.71%
English Language Learners Percentage	6.31%	0.00%	0.00%
School Mobility Rate	12.02%	17.16%	18.57%
Enrollment	292,030	480	140

Percentage of Students Meeting Standards - Reading

Grades	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	*
English Language Learners	▲
Gender	
Male	100.00%
Female	*
Race / Ethnicity	
American Indian / Alaska Native	100.00%
Asian or Pacific Islander	▲
White, Not Hispanic	▲
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Mathematics

Grades	11
All Students (including ELL and Special Education)	100.00%

Special Education Students	✳
English Language Learners	▲
Gender	
Male	100.00%
Female	✳
Race / Ethnicity	
American Indian / Alaska Native	100.00%
Asian or Pacific Islander	▲
White, Not Hispanic	▲
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Science

Grades	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	✳
English Language Learners	▲
Gender	

Male	100.00%
Female	*
Race / Ethnicity	
American Indian / Alaska Native	100.00%
Asian or Pacific Islander	▲
White, Not Hispanic	▲
Black, Not Hispanic	▲
Hispanic	▲
Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Writing

	08	11
All Students (including ELL and Special Education)	*	81.82%
Special Education Students	*	*
English Language Learners	*	*
Gender		
Male	*	69.23%
Female	N / A	*
Race / Ethnicity		

American Indian / Alaska Native	*	81.82%
Asian or Pacific Islander	N / A	N / A
White, Not Hispanic	N / A	N / A
Black, Not Hispanic	N / A	N / A
Hispanic	N / A	N / A
Free / Reduced Priced Meals	N / A	77.78%
Migrants	N / A	N / A

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP

AYP	High
Reading	
All students	

American Indian/Alaska Native	~
Asian or Pacific Islander	*
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	~
Special Education Students	*
English Language Learners	*
Math	
All students	~
American Indian/Alaska Native	~
Asian or Pacific Islander	*
White, Not Hispanic	*
Black, Not	*

Hispanic		
Hispanic	*	
Students eligible for free and reduced lunch	~	
Special Education Students	*	
English Language Learners	*	
No Child Left Behind Qualified Teachers	N / A	

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

~ To be included for AYP determinations, a group must have at least 30 students.

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.:	87-0017							
District Name:	Winnebago Public School							
NDE School No.:	87-0017-001							
School Name:	Winnebago High School							
	100	200	300	400	500	600		
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity	
(See Instructions for Full Descriptions of Required and Permissible Activities)								
Intervention Project Manager (Required)	68,900	31,000					\$99,900	
<u>Required Activities</u>								
(d)(1)(i)(A) replace principal	68,900	31,000					\$99,900	
(d)(1)(i)(B) evaluation systems for teachers & principals	900	180		300			\$1,380	
(d)(1)(i)(C) reward school leaders				7,000		20,000	\$27,000	
(d)(1)(i)(D) ongoing professional development	65,000	27,000	100,000	7,000			\$199,000	
(d)(1)(i)(E) recruit/retain staff with necessary skills	20,000	4,000					\$24,000	
<u>Permissible Activities:</u>								
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0	
(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			49,725	12,300			\$62,025	
(d)(2)(i)(B) continuous use of student data	4,000	800		3,000			\$7,800	
<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	4,200	840	250	7,750	110,000		\$123,040	
(d)(3)(i)(B) ongoing family/community engagement				7,400			\$7,400	

<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	111,160	56,340					\$167,500
(d)(4)(i)(B) ongoing, intensive TA/support					5,000		\$5,000
<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	\$343,060	\$151,160	\$149,975	\$44,750	\$115,000	\$20,000	\$823,945

TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)

NDE County District No.: 87-0017
 District Name: Winnebago Public School
 NDE School No.: 87-0017-001
 School Name: Winnebago 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)	70,967	33,000					\$103,967
Required Activities							
(d)(1)(i)(A) replace principal	70,967	33,000					\$103,967
(d)(1)(i)(B) evaluation systems for teachers & principals	900	180		300			\$1,380
(d)(1)(i)(C) reward school leaders				7,000		20,000	\$27,000
(d)(1)(i)(D) ongoing professional development	66,500	28,200	105,000	7,000			\$206,700
(d)(1)(i)(E) recruit/retain staff with necessary skills	25,000	5,000					\$30,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program			14,900				\$14,900
(d)(2)(i)(B) continuous use of student data	4,000	800		3,000			\$7,800
Permissible Activities:							
(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
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	4,200	840	250	7,750	25,000		\$38,040
(d)(3)(i)(B) ongoing family/community engagement				5,000			\$5,000

<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	114,160	58,340					\$172,500
(d)(4)(i)(B) ongoing, intensive TA/support					0		\$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	\$356,694	\$159,360	\$120,150	\$30,050	\$25,000	\$20,000	\$711,254

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)

NDE County District No.: 87-0017
 District Name: Winnebago Public School
 NDE School No.: 87-0017-001
 School Name: Winnebago 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)	73,096	35,000					\$108,096
Required Activities							
(d)(1)(i)(A) replace principal	73,096	35,000					\$108,096
(d)(1)(i)(B) evaluation systems for teachers & principals	900	180		300			\$1,380
(d)(1)(i)(C) reward school leaders				7,000		20,000	\$27,000
(d)(1)(i)(D) ongoing professional development	68,045	29,240	110,000	7,000			\$214,285
(d)(1)(i)(E) recruit/retain staff with necessary skills	30,000	6,000					\$36,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program			14,900				\$14,900
(d)(2)(i)(B) continuous use of student data	4,000	800		3,000			\$7,800
Permissible Activities:							
(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
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	4,200	840	250	7,750	25,000		\$38,040
(d)(3)(i)(B) ongoing family/community engagement				5,000			\$5,000

<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	117,250	60,340					\$177,590
(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	\$370,587	\$167,400	\$125,150	\$30,050	\$25,000	\$20,000	\$738,187

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.: 87-0017
 District Name: Winnebago Public School
 NDE School No.: 87-0017-001
 School Name: Winnebago High 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)	212,963	99,000	0	0	0	0	\$311,963
Required Activities							
(d)(1)(i)(A) replace principal	212,963	99,000	0	0	0	0	\$311,963
(d)(1)(i)(B) evaluation systems for teachers & principals	2,700	540	0	900	0	0	\$4,140
(d)(1)(i)(C) reward school leaders	0	0	0	21,000	0	60,000	\$81,000
(d)(1)(i)(D) ongoing professional development	199,545	84,440	315,000	21,000	0	0	\$619,985
(d)(1)(i)(E) recruit/retain staff with necessary skills	75,000	15,000	0	0	0	0	\$90,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(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	79,525	12,300	0	0	\$91,825
(d)(2)(i)(B) continuous use of student data	12,000	2,400	0	9,000	0	0	\$23,400
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	0	0	\$0
(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	0	\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	12,600	2,520	750	23,250	160,000	0	\$199,120
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	17,400	0	0	\$17,400

<u>Permissible Activities:</u>							
(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
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	342,570	175,020	0	0	0	0	\$517,590
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	5,000	0	\$5,000
<u>Permissible Activities:</u>							
(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	\$1,070,341	\$477,920	\$395,275	\$104,850	\$165,000	\$60,000	\$2,273,386