

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

NDE 04-____
 Due: _____

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

District Name: Schuyler Community Schools
 County-District Number: 19-0123

Introduction

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

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

- For every year after the initial year, previously identified Tier III schools that have a Section 1003(g) School Improvement Grant will be included and Tier I schools with school improvement waivers that are implementing the Turnaround model will be excluded.

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

- For every year after the initial year, previously identified Tier II schools that have a Section 1003(g) School Improvement Grant will be excluded and Tier III schools that fall within the bottom five (f) or 5% (whichever is greater of the pool of schools for Tier II will be included.

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

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

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). If a district has Tier I and Tier III schools, it may not elect to serve only Tier III schools. Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

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

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

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE’s American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

<http://www.education.ne.gov/federalprograms/excel/SIGBudgetPgs.xls>

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at:

<http://www2.ed.gov/programs/sif/index.html>.

Use of Funds

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

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

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

Available Funds

For the three year grants that begin in 2011-12, Nebraska has \$4,237,034 of carryover funds from the American Recovery and Reinvestment Act (ARRA) and \$2,487,987 from ESEA for these Section 1003(g) funds. The ARRA funds are a one-time allocation to the State. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. Both the ARRA and ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2011-12, 2012-13 and 2013-14. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school. There is a minimum of \$50,000 per year per school. This minimum amount is not required if a district can demonstrate that it can fully implement one of the intervention models with fewer funds. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

Continued Funding

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

Supplement, not supplant

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

Letter of Intent to Apply

After notification of eligibility for an ESEA Section 1003(g) School Improvement Grant, a district must submit the Intent to Apply letter by January 10, 2011 notifying the Title I Office whether or not it will apply for a grant. The Intent to Apply letter must identify the school(s) the district intends to serve with the SIG funds. Letters of Intent must be signed by the authorized representative and submitted to Diane Stuehmer, Title I Director, electronically at diane.stuehmer@nebraska.gov or faxed to 402-471-0117.

Application Writing Assistance

NDE will provide a series of meetings and conference calls to support the districts intending to apply. Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

Application Approval Process

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

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

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

Applications Timelines

Applications are due by midnight (Central Daylight Savings Time) on March 18, 2011 and should be submitted electronically to: diane.stuehmer@nebraska.gov. In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director
Nebraska Department of Education
301 Centennial Mall South
PO BOX 94987
Lincoln, NE 68509

Application Contents

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

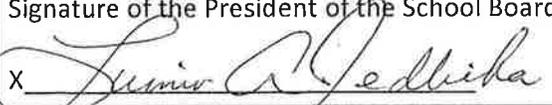
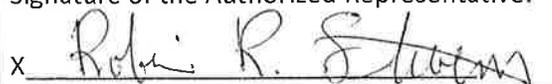
- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

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 the two previous school years.

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name: Schuyler Community Schools	District Mailing Address: Schuyler Community Schools 401 Adam Street Schuyler, NE 68661
County/District Number: 19-0123	
District Contact for the School Improvement Grant	
Name: Robin R. Stevens	
Position and Office: Superintendent	
Contact's Mailing Address: Schuyler Community Schools 401 Adam Street Schuyler, NE 68661	
Telephone: 402 – 352 - 2421	
Fax: 402 – 352 - 5552	
Email address: rstevens@esu7.org	
President of the School Board (Printed Name): Lumir Jedlicka	Telephone: 402-352-5884
Signature of the President of the School Board X 	Date: 3-16-11
Authorized Representative of the District (Printed Name): Robin R. Stevens	Telephone: 402-352-2421
Signature of the Authorized Representative: X 	Date: 3/16/11
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

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

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transformation
Schuyler Central H.S.	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.

Schuyler Community Schools will continue to provide support to Schuyler Central High School in the implementation of this school improvement grant and the district school improvement processes in general. The superintendent of schools and the curriculum/school improvement/Title 1 coordinator have worked closely with building level administration, teacher leaders, the president of the school board and staff developers from Educational Service Unit 7 on this project and the Accountability Funds grant application. This grant will serve the high school. However, it is the belief of this district that unless those plans are aligned PK-12, plans for improvement only at the high school will not be successful. Taking this belief into account, an elementary school principal and middle school principal were also included as members of the analysis of need team. An explanation of the high school's Tier I status has been provided to the faculty of each district school building and the school board. This explanation included what caused the high school to be named Tier I, an explanation of the four school improvement models, a rationale for choosing the Transformation Model, and an explanation of the eleven requirements for the Transformation Model.

- 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 must 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.

Schuyler Community Schools has demonstrated the capacity to use school improvement funds to support Schuyler Central High School.

- 1. The district is currently seeking District Accreditation through AdvancED. This effort is organized by a district steering committee consisting of district-level administration, building principals and teachers who serve as building steering committee chairs. A Readiness Visit will be held March 17th, 2011.**
- 2. Quality staff is recruited and retained. On average, staff members at Schuyler Central High School have over fifteen years of experience with 44% of the staff holding Master's Degrees. It is district policy to accept all years of teaching experience. This greatly assists in attracting quality applicants for teacher openings.**
- 3. Previous reform efforts have been successful. For example, for the 2005-06, 2006-07 and 2007-08 school years, Schuyler Central High School's graduation rate hovered right at 80% which was below the then current state goal. District and school leaders examined graduation rate rules and the determination formula. This examination and resulting discussion made improved graduation rates a priority. Students who were at risk of not graduating received individual attention. Credit recovery summer school and course opportunities were added to give students greater opportunity to earn the credits toward graduation and after school tutoring was added as well. The school's**

efforts paid off with a 90% graduation rate in 2008-09 and a 91.67% graduation rate in 2009-10.

4. Early this year, the high school principal announced her retirement. In January, 27 applications were received and seven applicants were selected for interviews. Greg Pavlik, currently of Ogallala, was officially hired at the February 21, 2011 School Board Meeting.

- 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 must address the same factors listed above: 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. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

Not Applicable

- 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 or rationale for selecting this provider; the specific services to be provided; 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.

Over the past few years, Schuyler Central High School has functioned as whole faculty study groups by reading and discussing a common education oriented book. For example, the staff has read Fair Isn't Always Equal by Rick Wormeli, What Great Teachers Do Differently, by Todd Whitaker, Rethinking HOMEWORK by Cathy Vatterott, Do I Really Have to Teach Reading? by Cris Tovani and Building Academic Vocabulary by Robert Marzano and Debra Pickering. The goal has been to transition this activity into full professional learning communities. This movement will allow teachers to work collaboratively in order to create standards based, common formative assessments and be able to use the results of those assessments to ensure students understanding of the concepts and skills on the state tests and to guide teachers toward improved instructional decisions and activities. In order to achieve this, Schuyler Community Schools will partner with Solution Tree to provide deeper training to the staff.

- 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.

During the 2009-10 school year, three areas were identified in which we need to improve as a district. The three areas were facilities, unity and curriculum. Action plans in those areas

were created. The main focus of the curriculum action plan is to better vertically align all curriculum areas. District funds have and will continue to be used to pay for substitutes and stipends for out-of-contract time for teachers and administrators to work on that vertical alignment.

Another step which has been taken is to create a comprehensive action plan which encompasses the interventions and activities from the various action plans in the district to ensure that they align and to ensure that no critical elements have been overlooked. The comprehensive plan includes: the activities for improvement, the rationale for the activity, professional development needed, projected costs and a funding source. For example, to improve learning for English Language Learners, we will present training in Classroom Instruction that Works with English Language Learners. Title III funds will be used to provide this training.

Two main goals of this plan will be staff collaboration using a professional learning communities format. This will be implemented to ensure curriculum alignment to the state standards, plus, allow for the creation of standards-based, common formative assessments in all curricular areas. Additionally, it is a goal to ensure that teachers implement best practices in instruction. These goals will be district wide goals.

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

The administration, staff and school board have teamed to write this grant application. Necessary policy changes will be drafted, discussed and agreed upon by all parties, and placed into board policy by the board.

- 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).

Schuyler Community Schools is committed to improving achievement levels of all students. We have engaged in a continuous improvement process for a number of years and it is our intention to continue with school improvement. The school improvement grant will be used to assist us make high school systems changes which will grow to system-wide changes that will change the culture of how we do business at Schuyler Community Schools. Throughout the district, we will develop a common vision in which we hold the belief all students can learn and we will establish high standards of learning which we expect all students to achieve. Teachers will take a stand that it is everyone's duty to make sure we do whatever it takes to be sure that all students achieve. We will use district funds in the future in order to maintain professional development and to provide training for new teachers to the district. We will consistently use curriculum teams to continuously review and be assured that the curriculum and assessment process throughout Schuyler Community Schools is the best it can be.

- 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.

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading will not have an average statewide gain for each subgroup until after the 2010-11 assessments. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2010-11, the average statewide gain for each subgroup will be available for NeSA-R. Math will not have an average statewide gain for each subgroup in 2010-11. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2011-12, the average statewide gain for each subgroup will be available for NeSA-M. 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
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 (2009-10 AYP Data)	
Group	Percentage points
All Students	.81
American Indian/Alaska Native	3.19
Asian or Pacific Islander	.49
White, Not Hispanic	.84
Black, Not Hispanic	-.08
Hispanic	1.30
Students eligible for free and reduced lunch	1.25
Special Education Students	1.99
English Language Learners	2.31

- 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.

A team consisting of the superintendent, curriculum director, high school administration and staff, school board president, and administration from the elementary and middle school

levels, and Educational Service Unit 7 staff developed this application. This team will continue to be involved in the implementation of the intervention model along with the Intervention Program Manager as soon as the position is filled.

- B.10 **NEW:** Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow “pre-implementation” costs to occur within the project period. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 75 of the new guidance at: <http://www.education.ne.gov/federalprograms/index.htm>

A budget line for “Pre-Implementation Activities” is included on the budget pages.

Pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) have promise for improving student academic achievement, and (e) meet the “supplement not supplant” requirement.

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school’s plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

PART C. DISTRICT BUDGET

A district budget is needed only if the district is requesting funds for district support for the school(s) to assist in implementing one of the models as identified in question B.1. above. District costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be district level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the pre-implementation 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. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in district budgets.

- 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.education.ne.gov/ARRA/School_Improvement_Grants.html

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.education.ne.gov/ARRA/School_Improvement_Grants.html

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 2008-09 and 2009-10. 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 2009-10 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	9%
(2) Graduation rate (AYP graduation rate for high schools only)	91.67%
(3) College enrollment rate (high schools only)	41%
Leading Indicators	
(4) Number of minutes within the school year	65020
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	43 – 10%
(6) Dropout rate (total for high schools only)	1.37%
(7) Student attendance rate	99%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	4
(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).

A thorough analysis of need was conducted in January by using the “Here’s What, So What, Now What” protocol to examine data. Four main ideas were revealed by the analysis. Those

ideas were: articulated and aligned curriculum, instruction, assessments and interventions; the need for professional development which assists instruction in meeting the standards; the need for more time; and the need to address the culture of the schools so students have the tools and motivation to succeed and teachers develop high expectations for all students.

1. The need for articulated and aligned curriculum, instruction, assessments and interventions – The transformation model will assist meeting this need because it calls for high quality, job-embedded professional development. Teachers need the opportunity to develop a strong understanding of the standards and the ability to determine where, when and how they can meet the standards in their individual classes. We will also examine data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next as well as aligned with State academic standards. For example, we currently have between 50% and 75% of students that enter the 9th grade not reading at a 9th grade reading level, which is a district requirement to graduate. Our current intervention is to use FAME reading classes for those students. We will use grant money to fund teacher sub pay or stipends to examine the alignment of FAME to the state standards and if it does not align well, we will search for a program that better aligns to the standards and also vertically aligns with reading programs at the middle school level. We will expand our use of professional learning communities to provide teachers the opportunity to create standards-based, common formative assessments and use the data from those assessments to adjust their instruction. It is our goal to know that our students are prepared prior to the NeSA Assessments and to be able to identify those students who may not be successful so that intensive interventions can be provided. Our goal is to assure that we have done whatever it takes to make sure all students have mastered the concepts necessary for success.
2. The need for professional development which assists instruction in meeting the standards – The transformation model will help us meet this need because it calls for high quality, job embedded professional development. Teachers will have the opportunity for professional development that increases their knowledge of effective teaching strategies and will have the ability to apply that knowledge in their classroom.
3. The need for more time – The transformation model will help us because the requirement to establish schedules and strategies that provide increased learning time is presently a concern of ours. Schuyler Central High School is currently on block scheduling. While there are many advantages to block scheduling there are some disadvantages as well. A block scheduling committee has been examining the schedule to determine if changes are needed. This committee will continue to examine the schedule to identify more instructional time. The curriculum director, administration and after school tutoring coordinator will examine the current after school tutoring program to determine the best way to expand it and include remedial work for those students who need additional help mastering the standards. Summer school programs will also be expanded to include remedial work to improve student mastery of the standards.
4. The need to address the culture of the schools so that students have the tools and motivation to succeed and so that teachers develop high expectations for all students. Schuyler Community Schools, just like many districts across the nation, has a set of belief statements which include, “We believe all students can learn.” We need to expand that statement to “We believe all students can learn *and we will establish high*

standards of learning that we expect all students to achieve” as DuFour and Eaker explain in Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Through this grant, Schuyler will be partnering with Solution Tree professional development services to implement strategies which will instill this belief into the schools’ culture.

Free and reduced lunch is the accepted measure of poverty in a school. Over 60% of the students at Schuyler Central High School qualify for free or reduced lunch. This level of poverty puts students at a disadvantage. They are less likely to have access to tools and information necessary to compete in a 21st century learning environment outside of the school. It is therefore necessary for the school to be able to provide that access.

- (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?

Schuyler Community Schools and Schuyler Central High School have various programs which support academic achievement for struggling students. At SCHS, there is an after school tutoring program during which students receive homework help and extra support studying for quizzes and tests. Students who have been absent can also use the time to do make up work and take care of any quizzes or tests they may have missed. During the school year, students who have struggled to pass a particular class can also take a credit recovery course. In this course, students independently work on the desired course online using OdysseyWare. Title I summer school is offered in reading and math to assist students to improve their reading and math skills. Students are also kept on track to graduate using OdysseyWare credit recovery summer school.

Schuyler Community Schools is also in the process of opening the Schuyler Community Resource Center. The purpose of this center will be to increase parental involvement in the school and community.

The analysis of need has indicated that while we have the curriculum available, they are not necessarily aligned to the state standards and are not in an academic position to help the school improve on the state assessments. The transformational model will assist us in improving by requiring us to use data to identify and implement an instructional program that is research-based, aligned to the curriculum and aligned to the state standards. We will also examine, disaggregate and aggregate student data to differentiate instruction provided to students. After school teachers and summer school teachers will need time to research and align instructional programs as well.

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

The staff at Schuyler Central High School is highly qualified and experienced. On average, staff at Schuyler Central High School has over fifteen years of experience with 44% of the staff earning Master's Degrees. The district accepts all years of experience, which helps attract quality applicants when there are teacher openings. Teachers who are endorsed in that subject teach 87% of the courses at the high school.

The current professional development program is based on familiarizing teachers with professional learning communities. They have been asked to identify team norms, review the school's school improvement action plan, identify essential learning outcomes from their courses that meet those action plans, develop an assessment that can be used in all their areas, do an analysis of the results of that assessment and then implement strategies to improve student learning based on the results of that assessment. Teachers also have the opportunity to attend workshops and seminars that will assist them to improve their curriculum.

Teacher evaluations and observations are based on Madeline Hunter's Instructional Theory Into Practice, a strong instructional strategy. Two years ago, district-wide in-services were held to assure that the entire staff was fully trained in ITIP. New teacher hires are required to attend ITIP training at Educational Service Unit 7. This action assures all teachers have been thoroughly trained on the expectations of the district evaluation system.

Being as the requirement for high-quality, job-embedded professional development is included within the transformation model, we will be able to do a more comprehensive job of training teachers to complete the tasks that are outlined above. Within our PLC's, teachers will examine student needs and determine subject matter training and training to effectively use technology in our classrooms in order to meet those student needs.

While the teacher and principal evaluation program has many positive aspects to it, we need to re-evaluate it and determine a way to take into account student growth data as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice which reflect student achievement and increased high school graduations rates.

- (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?

The transformation model will have a very strong impact on our curriculum and instructional practices. Curriculum teams have been formed for the purpose of aligning curriculum to content standards, but they do not meet on a regular basis to evaluate the curriculum alignment and to ensure that vertical alignment of instructional practices is consistently examined. Grant funds will be used to provide sub pay or stipends to allow for more time for this curriculum alignment to take place. The goal during the timeline of the grant of consistent evaluation and revision of the curriculum will become entrenched in the culture of Schuyler Community Schools. Another major goal is for all teachers to collaboratively create and use standards-based common formative assessments within their subject areas. These assessments will inform instruction so that we will be able to identify whether or not all

students are prepared for the state assessments. Another goal to be addressed here is the need to bring the instructional practices of Schuyler Central High School into the 21st century. The vision is for all classrooms to have interactive whiteboards and all students have access to “clickers” to be used in conjunction with the teacher’s instruction and the whiteboards so that teachers can provide frequent, meaningful feedback and check the understanding of *all* students’ level of learning in class in a very short amount of time. This action will allow teachers to use instructional time more efficiently and effectively, plus, allow the teacher to quickly and effectively differentiate the lesson. Poverty is a huge issue in our building. There is a need to level the playing field which poverty has unbalanced. It is the belief of the building that by getting technology into the hands of our students, it offers them equitable access their non-poverty neighbors might take for granted.

- (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?

On March 17, 2011, Schuyler Community Schools will be hosting a Readiness Visit for NCA District Accreditation. We are re-organizing our school improvement process in order to take a more systems approach to our plan. In order to assist us in working as a system, we have taken all our interventions and activities from all our different action plans and merged them together. The Accountability Compact Team worked on both this grant and the Accountability Grant. Two major needs identified are more professional development time and more student contact time. We are proposing a calendar to increase teacher contract days so professional development time is built in without sacrificing student contact days. Schuyler Community Schools is hosting a district Readiness Visit

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

The analysis of need was conducted during the Accountability action plan meetings. The Accountability Compact consists of district administration, building administration, teachers, students, the school board president and staff developers from ESU 7. This team examined student achievement data, student attendance data and perceptual data using a “Here’s What, So What, Now What” protocol. This protocol asks team members to examine data and determine what that data is saying. Then the team members examine the question of what that data means. Finally the team determines what action(s) should take place. Using this protocol, we were able to ascertain our greatest areas of need.

A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model

before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

Four School Intervention Models (from USDE Guidance)

(a) Turnaround model:

(1) *A turnaround model is one in which a district must--*

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
- (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
 - (A) *Screen all existing staff and rehire no more than 50 percent; and*
 - (B) *Select new staff;*
- (iii) *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 the turnaround school;*
- (iv) *Provide 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 that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
- (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
- (vi) *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;*
- (vii) *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;*
- (viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
- (ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*

(2) *A turnaround model may also implement other strategies such as--*

- (i) *Any of the required and permissible activities under the transformation model; or*
- (ii) *A new school model (e.g., themed, dual language academy).*

(b) Restart model: *A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.*

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

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

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

(i) Required activities. The LEA must--

- (A) Replace the principal who led the school prior to commencement of the transformation model;
- (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
 - (2) Are designed and developed with teacher and principal involvement;
- (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a schoolwide "response-to-intervention" model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
 - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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

(i) Required activities. The LEA must--

- (A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and
- (B) Provide ongoing mechanisms for family and community engagement.

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

- (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

- (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- (ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Completing the Action Plans

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

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

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

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

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

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

Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.	
Activity	A) The high school principal has retired. B) Hire an intervention project manager
Key steps	A) A new high school principal has been selected B) Develop IPM position and duties <ol style="list-style-type: none"> a. Develop job description. b. Advertise and hire the IPM c. Develop contract. d. Meet with leadership team to clarify rolls and assignments e. Participate in leadership meetings and NDE monthly meetings.
Start Date	Effective August 1, 2011
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent
Monitor and evaluate	The Superintendent will monitor and evaluate the new high school principal and IPM once each semester for the first three years
Cost for three years	A) No additional cost to the district. B) IPM ~ \$157,500

Transformation Intervention Model - 2	
<p>Requirement (1B): Developing and increasing teacher and school leader effectiveness</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement</p>	
Activity	The existing evaluation committee, which consists of administrators and teachers, will examine current practice and research other evaluation systems to determine the best course of action to include data on student growth and other factors as outlined in the requirements.
Key steps	<p>The evaluation committee will:</p> <ol style="list-style-type: none"> 1) Examine current practice and ensure implementation and validation of current ITIP evaluation system. 2) Research other evaluation systems. 3) Determine student data to be used to determine growth. 4) Revise the current system to include data on student growth and other requirements. 5) Publish the evaluation system in such a way that all staff has access to it. 6) Train staff in the revised evaluation system. 7) Monitor NDE requirements that impact the evaluation system on an ongoing basis.
Start Date	August 2011
Full implementation date	August 2012
Person(s) responsible	Evaluation Committee/IPM/Superintendent
Monitor and evaluate	<ol style="list-style-type: none"> 1) The Intervention Project Manager will monitor meeting agendas and notes to determine that progress is being made. 2) The revised evaluation system will be turned in to the state by June of 2012. 3) System will be in place and data will be monitored.
Cost for three years	<p>Sub pay for time for teachers to meet ~ \$6,000</p> <p>Travel for teachers to view other schools ~ \$1,200</p> <p>Legal counsel to review evaluation plan ~ \$2,000</p> <p>Purchase software to support evaluation system ~ \$20,000</p>

Transformation Intervention Model - 3	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in 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 style="text-align: center;">NOTE: This requirement is an option for Tier III schools.</p>	
Activity	The existing evaluation committee, which consists of administrators and teachers, will research opportunities for rewarding staff and determine the criteria for rewarding or removing staff members to be included in the evaluation system.
Key steps	<ol style="list-style-type: none"> 1) Research reward system to be included in the evaluation system. 2) Identify data to be used to determine those staff who have increased student achievement. 3) Ensure that the evaluation system has methods to remove those staff members who have not improved their professional practice. 4) Ensure that the evaluation system, including the provisions on rewards and removal, conform to contract law and the requirements of this grant.
Start Date	August 2011
Full implementation date	August 2012
Person(s) responsible	Evaluation Committee, Superintendent
Monitor and evaluate	Intervention Project Manager, superintendent, evaluation committee
Cost for three years	Year 2 ~ Research Sub pay for time for teams to research ~ \$6,000 Year 3 ~ Implementation Anticipated maximum reward of \$2,000 per staff member ~ \$130,000

Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness
 (D) Provide staff ongoing, high-quality, job-embedded professional development (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

- A) Partner with Solution Tree to fully implement professional learning communities.
- B) Provide professional development for effective use of data.
- C) Provide ongoing development in the use of instructional strategies that meet the need for ELL students.
- D) Provide ongoing professional development concerning teaching in the block schedule.
- E) Train a team of staff members in Marzano’s Art and Science of Teaching.
- F) Develop a resource library of professional development activities in order to differentiate professional development. This will allow teams of teachers to choose what they need to explore at their own pace.
- G) In order for the committee to come from the same research base, provide an Institutional Plus membership to ASCD for the School Improvement Steering Committee.
- H) We will also have ASCD provide intense professional development in differentiated instruction in order to learn to meet the needs of all our students.

Key steps

- A) PD from Solution Tree to explain concepts and provide explanation of the process of PLC’s.
 - a. Bring in presenter to meet with the staff in August 2011 and January 2012.
 - b. Send a team to a summer 2011 PLC Institute.
 - c. Have a series of all day in-services throughout the year during which teachers will train in the morning over specific concepts such as creating formative assessments or will learn specific protocols for viewing student data. Teachers will then work concurrently in small, collaborative groups applying what they have learned to their specific curricular areas.
- B) We will partner with staff from ESU7 to: determine appropriate student data to examine, learn how to best display the data and make conclusions regarding that data. The staff will also understand how to use the data to make instructional decisions.

	<p>C) During the summer of 2011, the staff will have the opportunity to view a presentation of Classroom Instruction that Works with English Language Learners based on the book of the same name by Jane Hill. A part of the all day in-service time will be spent reviewing the strategies presented in this book.</p> <p>D) The high school's Block Scheduling Committee has been meeting to determine whether or not adjustments need to be made to the schedule at Schuyler Central High School. This committee will continue to meet during the 2011-12 school year during which time they will add training to their discussion topics. By the end of the 2011-12 school year, they will be expected to have professional development plans prepared for the 2012-13 school year. In the meantime, this committee will be encouraged to visit other schools using block scheduling in order to examine alternatives and see other teachers in action.</p> <p>E) ESU 6 in Milford, NE will be hosting a Marzano Academy concerning the Art and Science of Teaching. The Academy covers concepts from Marzano's book, <u>The Art and Science of Teaching</u>, including establishing and communicating learning goals, tracking student progress; helping students deepen their understanding of content; action research; engaging students, establishing and maintaining classroom rules and procedures; maintaining effective relationships with students, and communicating high expectations.</p> <p>F) During the second year of the grant, purchase a subscription to PD In Focus and PD Online through the Association of Supervision and Curriculum Development (ASCD). PLC Teams will sign up for professional courses that best fit their needs and administrators may suggest that teachers view certain segments to improve teaching practices.</p> <p>G) New members will be joining the school improvement team in the 2011-12 school year. When those members have been decided, we will apply to ASCD for Institutional Plus Membership.</p> <p>H) We have a proposal from the Association for Supervision and Curriculum Development to provide Capacity Building Professional Development for Differentiated Instruction. The primary objective is to support the building of local capacity and internal experts in Differentiated Instruction for Schuyler Central High School. The goals of their proposal are to:</p> <ul style="list-style-type: none"> a. Develop Teacher-Leaders to implement and ultimately support the implementation and sustainability of Differentiated Instruction. b. Develop Teachers who effectively utilize the practice of Differentiated Instruction in the classroom for the benefit of all learners. c. Develop Administrators who, by their leadership, will maintain and institutionalize the practice of Differentiated Instruction at the district and school levels. <p>This supports our main goal of meeting the needs of all students.</p>
--	--

Start Date	Summer of 2011
Full implementation date	Summer of 2011 through 2013.
Person(s) responsible	Curriculum Director; Intervention Project Manager; Building Administrators
Monitor and evaluate	Evaluations will be done at the end of each in-service time. Administration will expect to see learned teaching strategies during observations and evaluations. When purchased as a district, PD Online allows administrators to monitor the progress of their teachers.
Cost for three years	<ul style="list-style-type: none"> ▪ Partnering with Solution Tree ~ Year 1 \$7,000 to bring in trainer. Year 3 Coaching Academy \$75,000; PLC Institute \$15000.00 ▪ Data research \$6,000 ▪ Classroom Instruction That Works with ELL materials ~ \$800.00 ▪ Block scheduling review, travel and research ~ Year 1 research \$10,000; Year 2 Implementation \$10,000 ▪ Marzano's Art & Science of Teaching @ ESU 6 ~ \$7000.00; all books for each participant \$868.50; \$25.00 Registration fee each person each session ~ \$750.00 ▪ Professional Development Resource Library ~ Year 2 \$3920.00; Subscription to PD Online and PD In Focus ~ \$8400 ▪ Institutional Plus Membership ~ \$8400 for three years. ▪ ASCD Differentiated Instruction Capacity Building: Year 1 ~ \$36,000; Year 2 ~ \$67,500; Year 3 ~ \$27,500.

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	One incentive that Schuyler Community Schools currently offers is to allow all years of service on the salary schedule. This allows the district to recruit and retain quality staff. SCS also offers a \$1000 stipend for teachers to live in the district. As a part of this grant, we will offer up to \$2000 per staff member toward an advanced degree in reading or math. In order to compliment these incentives, SCS will form a committee to explore and decide on additional strategies that will assist in recruiting, placing and retain staff.
Key steps	<ul style="list-style-type: none"> A) Form the committee. B) Committee surveys strategies at other schools. C) Write policy D) Implement policy
Start Date	Fall of 2011
Full implementation date	Full implementation in the fall of 2012
Person(s) responsible	Intervention Project Manager, Building Administration, Superintendent, Incentive Committee
Monitor and evaluate	Successful implementation will include changes to Board Policy
Cost for three years	\$2000.00 per staff member for an advanced degree ~ \$90,000 Committee work ~ \$6,000.00

Transformation Intervention Model - 6	
<p>Requirement (2A): Comprehensive Instructional reform strategies</p> <p>(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</p>	
Activity	<p>A) SCHS currently uses the FAME Reading program as a reading intervention for high school students that are reading below the 9th grade level. This program will be examined for alignment to standards. If it is found that it doesn't align, the high school reading/language arts curriculum team along with the curriculum director and high school administrators will research and choose a new research-based program that better aligns to the standards.</p> <p>B) Using student data, identify students that are in need of additional interventions in the areas of reading and math. Determine research-based interventions that will meet the needs of those students including QReads reading intervention program for 6-12th graders and SkillsTutor, a computer based tutoring program. All juniors will be assigned together during SSP in order to receive targeted interventions. Students will also be required to attend after school tutoring sessions and/or summer school sessions.</p> <p>C) Teacher curriculum teams will meet regularly to maintain alignment to the standards, ensure program effectiveness by examining data and suggest content area professional development.</p>
Key steps	<p>A) Study/Replace the FAME program if necessary</p> <ol style="list-style-type: none"> a. Match the Components of FAME to the standards. b. Research other high school level reading intervention programs. c. Choose a program to be in place by the 2012-13 school year. d. Train teachers in the new program. <p>B) Identify and implement research-based intervention programs.</p> <ol style="list-style-type: none"> a. Determine the student data that needs to be collected and examined. b. Develop a systematic approach to interventions that will be available at the high school. Train appropriate staff in the use of these interventions. c. Create and implement a fidelity checklist for the interventions. d. Meet with parents of students to emphasize the importance of their child attending these sessions. <p>C) Curriculum team meetings.</p> <ol style="list-style-type: none"> a. Set dates for meetings. b. Revise, align, develop curriculum c. Distribute aligned curriculum d. Implement the curriculum e. Revisit systematically.
Start Date	August 2011

Full implementation date	August 2012
Person(s) responsible	Curriculum Director, Intervention Project Manager, Building Administration
Monitor and evaluate	The new (or revised) reading program will be in place. We will have curriculum documents to view. Pre-test post-test data from tutoring and summer school.
Cost for three years	<ul style="list-style-type: none"> ▪ Review of FAME ~ \$6,000; Replace FAME if necessary ~ Year 2 \$220,000. ▪ High School RtI Committee work ~ \$6,000/year; High School Interventions ~ QReads 60 licenses at \$1,000 each = \$60,000; Skills Tutor Licenses \$21,000; other interventions to be purchased for year 2 ~ \$40,000 ▪ Subs for Curriculum Team Meetings ~ \$6,000/year for 3 years

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

<p>Activity</p>	<p>A) Using the performance level descriptors as published by the NDE, identify the essential learning needs of all students. Within their courses, teachers will create standards-based formative assessments that cover those essentials. Teachers will require mastery of those assessments from all students.</p> <p>B) Collecting and distributing data has been a difficult process for Schuyler. In order to maintain data systems that will allow our staff to efficiently use data to inform instruction we will hire a data manager for the schools. This person will maintain data on Infinite Campus, which is our student information system, organized data in Tableau, a data collection system that coordinates with Infinite Campus, and will take responsibility over reports to the Nebraska Student and Staff Record System (NSSRS)</p> <p>C) Develop formative assessments to guarantee knowledge of student growth and determine the need for interventions.</p> <p>D) Most classrooms at SCHS have interactive white boards installed. Budget constraints have stalled in installation into the remaining classrooms. We will purchase eight additional boards to finish out the remaining classrooms. We will also ensure that every classroom has a set of student response system hand-helds (clickers) to be used in conjunction with the teacher’s instruction and the whiteboards so that teachers can receive frequent, meaningful feedback and the understanding of <i>all</i> students level of learning in class in a very short amount of time.</p>
<p>Key steps</p>	<p>A) Standards-based formative assessments</p> <ul style="list-style-type: none"> a. All teachers will study and demonstrate an understanding of the performance level descriptors for reading and math. b. Reading/language Arts teachers will develop assessments covering all performance level descriptors to be used in their courses. Math teachers will do the same for math PLD’s. c. All teachers will determine which PLD’s can be covered in their course and create formative assessments covering those PLD’s. The expectation will be that every course covers at least one. d. Teachers will use the results of the formative assessments to adjust their instruction and ensure that all students reach mastery.

Key steps	<p>A) Standards-based formative assessments</p> <ul style="list-style-type: none"> a. All teachers will study and demonstrate an understanding of the performance level descriptors for reading and math. b. Reading/language Arts teachers will develop assessments covering all performance level descriptors to be used in their courses. Math teachers will do the same for math PLD's. c. All teachers will determine which PLD's can be covered in their course and create formative assessments covering those PLD's. The expectation will be that every course covers at least one. d. Teachers will use the results of the formative assessments to adjust their instruction and ensure that all students reach mastery. e. Results of the assessments will be aggregated to collect data and examine the effectiveness of instructional programs. <p>B) Hire data manager.</p> <ul style="list-style-type: none"> a. Develop a job description and detail responsibilities. b. Advertise for a person with data reporting experience. c. Train the new hire over the summer of 2011. <p>C) Create Formative Assessments</p> <ul style="list-style-type: none"> a. Working in PLC's, teachers identify essential standards and determine the best order to teach those essential standards. b. Teachers collaboratively create assessments that cover those standards. c. Review the quality criteria to ensure that the assessments are of high quality. d. After each assessment is given, review data from the assessment to determine further instruction. <p>D) Purchase and schedule the installation.</p> <ul style="list-style-type: none"> a. Train the staff in the use of the whiteboards and the student response systems.
Start Date	Summer of 2011
Full implementation date	August 2011
Person(s) responsible	Curriculum director, Instructional Technology Coordinator, Intervention Project Manager.
Monitor and evaluate	Assessments in place, usage of assessments, results of the assessments. Whiteboards in place. Observation of teacher use of the whiteboards and response systems. Performance evaluations based on job description for data manager.

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	Schuyler Central High School uses a block schedule that includes a time between second and third block called SSP that is used for students to do make up work and receive extra help from teachers. The SSP time will be increased by ten minutes for next year. To provide increased learning time, the high school will: <ul style="list-style-type: none"> A) Increase the use of SSP to have focused interventions for students to improve their knowledge and understanding of the standards. B) We will connect after school, programs and summer school programs to the standards. C) Add two days to the teaching contract.
Key steps	<ul style="list-style-type: none"> A) English/Language Arts Teachers and Math teachers will modify plans to fit a yearlong implementation. B) The summer school coordinators and after school coordinator along with the curriculum director will create plans to connect these programs to the standards.
Start Date	August 2011
Full implementation date	August 2012
Person(s) responsible	Curriculum director, Intervention Project Manager, summer school coordinators, after school coordinator.
Monitor and evaluate	Teachers will create a packet of plans for the SSP. Observational data will also be collected during SSP and after school.
Cost for three years	<ul style="list-style-type: none"> ▪ Time for after school teachers to coordinate plans to meet the standards \$6,000 ▪ Adding two days to the contract ~ \$18,000 per year (\$54,000)

Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<p>A) Schuyler Community Schools has hired a person to be a community liaison for the Schuyler Community Resource Center. The person in this position will be responsible for increasing family and community involvement with our schools. The director will be starting March and the center will be opening April 4, 2011. We will also have the center provide adult ESL classes.</p> <p>B) The high school improvement team will explore and implement a plan for providing incentives for students completing reading logs and parental sign-off on homework.</p> <p>C) Expand the hours of the Resource Center to allow parents/students/community members access to computers.</p>
Key steps	<p>A) Adult ESL</p> <ol style="list-style-type: none"> a. Research materials appropriate for adult ESL. b. Purchase materials c. Train teachers d. Advertise for classes. <p>B) Reading/homework logs</p> <ol style="list-style-type: none"> a. Research differences between commercially developed logs and self generated logs. b. Determine policies regarding logs. <p>C) Hire part time assistant</p>
Start Date	Start for part C) September 1, 2011
Full implementation date	for part C) September 1, 2011
Person(s) responsible	For A) and C) Middle School Principal; B) High school administration, IPM
Monitor and evaluate	For A) and C) Middle School Principal, IPM; B) High school administration, IPM
Cost for three years	<ul style="list-style-type: none"> ▪ Materials for adult ESL \$5,000 ▪ Reading/homework logs \$5.00 per year for 3 years \$7,500. ▪ Resource center supervisor 25hrs a week ~ Year 1 salary & Benefits \$14331; year two \$14629; Year 3 \$14921

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 leadership team represents each of the schools in Schuyler Community Schools at district-wide administrator meetings twice a month. Various decisions for the district are made at these meetings. Since there is only one high school in the district, it has the flexibility to do what it needs to as a high school. We will continue with the Schuyler Area Administrator meetings so the high school has the input needed to make operational decisions as needed. Schuyler Central High School will commit to continued use of PLC's to engage teachers in collaborative planning and decision-making. The staff will continuously monitor curricular alignment. As best as possible, we will continue to budget items for sustainability.
Key steps	<ul style="list-style-type: none"> ▪ Ensure the new high school principal is aware of his roles and responsibilities. ▪ Continued scheduling of administrator meetings ▪ Continuous scheduling of PLC's and curriculum team meetings.
Start Date	August 1, 2011
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, Building Administrators
Monitor and evaluate	Superintendent and building administrators will monitor the effectiveness of operational flexibility.
Cost for three years	No additional cost to the district

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	This process has been completed as a team consisting of district administration, building administration, teachers, school board and even a student. We have also received assistance from staff developers at ESU 7. This team will continue to provide support. We will also continue to work with Solution Tree to maintain fidelity implementation of our instructional program.
Key steps	A) Advertise and hire Intervention Project Manager. B) IPM attends monthly meetings with NDE. C) IPM provides updates and recommendations to administrative team. D) Curriculum Director works with IPM to implement strategies in this grant proposal. E) Updates are provided to the original team on a regular basis.
Start Date	July 2011
Full implementation date	July 2011
Person(s) responsible	Superintendent, Curriculum Director and Intervention Project Manager, building level administration
Monitor and evaluate	Evaluation of IPM
Cost for three years	No additional costs beyond previously budget items in this grant.

Transformation Intervention Model - Copy and complete as many as needed.

Permissible Activities: An LEA may also implement comprehensive instructional reform strategies, such as--(D) *Using and integrating technology-based supports and interventions as part of the instructional program*

Activity

Schuyler Central High School has a poverty rate of over 60%. These students are at a disadvantage when it comes to learning in the 21st Century. While non-poverty students have access to technology and information, students in poverty do not. The high school has been increasing access to technology by adding interactive white boards. We have improved the wireless backbone within the schools and there is a proposal to improve the connectivity coverage within the school. Administrators are working on budgets to update teacher laptops. Presentations have been made to the school board regarding a one to one initiative at the high school but facility issues have taken one to one off the table. It is time for Schuyler to be able to put students on the cutting edge. We will begin discussions with Apple Computers to make Schuyler Central High School a one to one iPad school. Previous to this grant proposal, SCHS has taken major steps in the direction of going with a one to one initiative. A major overhaul of our wireless network is set to be installed in July/August of 2011. Once the new wireless network is installed, SCHS will be prepared to handle the one to one initiative. We believe a one to one initiative will level the playing field for SCHS students and also increase their opportunities for success.

Our one to one initiative plan is to provide an iPad 2 for every teacher and student. SCHS staff will also need a laptop to sync and charge the iPad 2. About 50% of SCHS staff currently have a laptop and most of those are 3 to 4 years old. The other 50% currently have a desktop computer and are in need of upgrading to a new laptop.

Below is a breakdown of how we plan to deploy the one to one initiative:

Year 1
Purchase a laptop and iPad 2 for all SCHS Staff. Provide training to staff on how to teach in a one to one environment. Provide training to staff on how to use the iPad 2 to supplement their curriculum. Create one to one student policies to include insurance, parent consent, etc..)

Year 2
Provide iPad 2 training to all SCHS students. Deploy student iPad 2's to all students in grades 9-12.

Year 3
Purchase updated software for teacher laptops and teacher/student iPads. Follow up Year 1 and 2 with survey of staff, students, and parents to learn how to improve the one to one initiative.

Key steps	<ol style="list-style-type: none"> 1. Purchase and deploy SCHS Staff iPads and laptops in year one 2. Provide professional development for SCHS Staff 2. Purchase and deploy SCHS student iPads in year two 3. Purchase software to update SCHS Staff laptops and all Staff/Student iPads in year 3
Start Date	June 2011 - purchase SCHS Staff laptops
Full implementation date	<p>August 2011 - laptops deployed to SCHS Staff</p> <p>Sept 2011 - purchase SCHS iPads</p> <p>October/November 2011 - iPads deployed to SCHS Staff</p> <p>Nov/May 2011-12 - professional development for SCHS Staff</p> <p>June 2012 - purchase student iPads and setup</p> <p>August 2012 - provide iPad training for SCHS students</p> <p>May 2013 - follow up Year 1 and 2 with surveys to staff, students, and parents</p> <p>June 2013 - purchase/install updated software on staff laptops & student/staff ipads</p>
Person(s) responsible	Information Technology Director, Curriculum Director, Building Principal
Monitor and evaluate	Surveys of staff, students and parents determining use and effectiveness
Cost for three years	\$528,790

Transformation Intervention Model - Copy and complete as many as needed.	
Permissible Activities: An LEA may also implement comprehensive instructional reform strategies, such as--(B) <i>Instituting a system for measuring changes in instructional practices resulting from professional development</i>	
Activity	The IPM, Curriculum Director and Building Administrators will work collaboratively to create a checklist and surveys to ensure that professional development activities have the desired effect on instruction.
Key steps	<ul style="list-style-type: none"> ▪ Create a list of new behaviors that should be seen based on professional development activities ▪ Distribute the list to the entire staff ▪ Look for those behaviors during informal walkthroughs. ▪ Develop survey on Infinite Campus ▪ Distribute survey from staff and collect survey data
Start Date	January 2012
Full implementation date	August 2012
Person(s) responsible	IPM, Curriculum Director, Building Administrators
Monitor and evaluate	IPM, Curriculum Director, Building Administrators
Cost for three years	\$500 for supplies and materials
Transformation Intervention Model - Copy and complete as many as needed.	
Permissible Activities: An LEA may also implement comprehensive instructional reform strategies, such as-- <i>Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</i>	
Activity	In the summer of 2011, the district will be offering to all teachers a workshop based on Classroom Instruction that Works with English Language Learners. As a follow-up to that, teachers will log hours over the summer in order to adjust their current lesson plans based on what they learned in the workshop. We will also purchase additional resources for staff to help implement changes for instruction of English Language Learners.
Key steps	<ul style="list-style-type: none"> ▪ During the workshop this summer, demonstrate to teachers how to fill out the Curriculum Development and Program Improvement Request Form ▪ Teachers must turn the form in within the next week. ▪ Teachers will turn in samples of changes by August 1, 2011 ▪ Teachers will be paid for the curriculum work in August. ▪ Purchase additional resources through ASCD regarding ELL.
Start Date	June 2011
Full implementation date	August 2011
Person(s) responsible	IPM, Curriculum Director, Building Administrators
Monitor and evaluate	IPM, Curriculum Director, Building Administrators
Cost for three years	\$2000 for supplies and materials; \$6,000 for curriculum work.

Schuyler Central High School School Profile

2009 - 2010

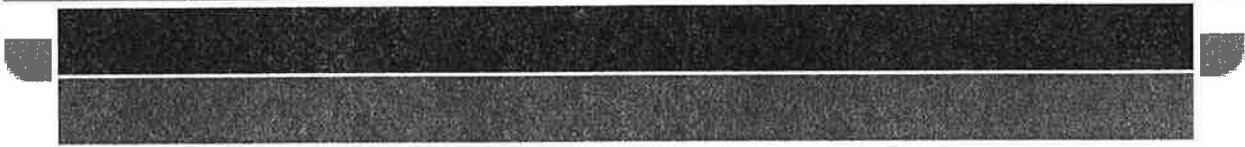
School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<u>Poverty Percentage</u>	41.22%	68.98%	60.23%
<u>English Language Learners Percentage</u>	6.56%	29.70%	9.89%
<u>School Mobility Rate</u>	11.89%	13.35%	13.56%
<u>Enrollment</u>	294,949	1,783	435

Percentage of Students Who Meets and Exceeds Standards - Reading

Grades	11
<u>All Students (including ELL and Special Education)</u>	49.52%
<u>Special Education Students</u>	*
<u>English Language Learners</u>	*
Gender	

<u>Male</u>	46.03%
<u>Female</u>	55.00%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	*
<u>White, Not Hispanic</u>	67.39%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	35.72%
<u>Free / Reduced Priced Meals</u>	40.67%
<u>Migrants</u>	*

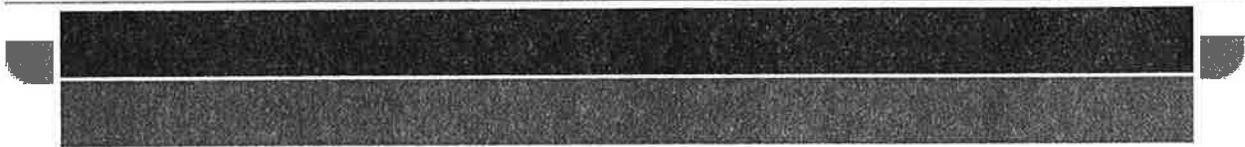


Percentage of Students Meeting Standards - Mathematics



Grades	11
<u>All Students (including ELL and Special Education)</u>	79.28%
<u>Special Education Students</u>	*
<u>English Language Learners</u>	37.50%
Gender	

<u>Male</u>	78.87%
<u>Female</u>	80.00%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	▲
<u>White, Not Hispanic</u>	85.11%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	74.60%
<u>Free / Reduced Priced Meals</u>	75.76%
<u>Migrants</u>	*

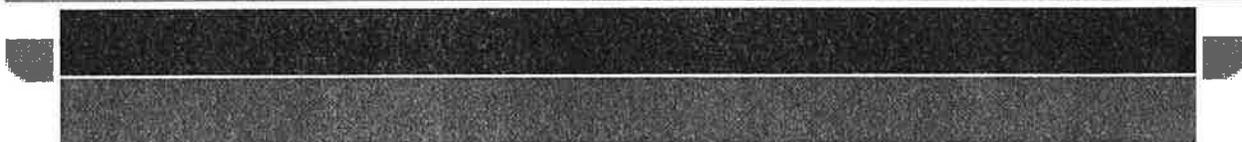


Percentage of Students Meeting Standards - Science



Grades	11
<u>All Students (including ELL and Special Education)</u>	83.93%
<u>Special Education Students</u>	*
<u>English Language Learners</u>	62.50%
Gender	

<u>Male</u>	87.32%
<u>Female</u>	78.05%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	▲
<u>White, Not Hispanic</u>	87.50%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	80.95%
<u>Free / Reduced Priced Meals</u>	81.82%
<u>Migrants</u>	*

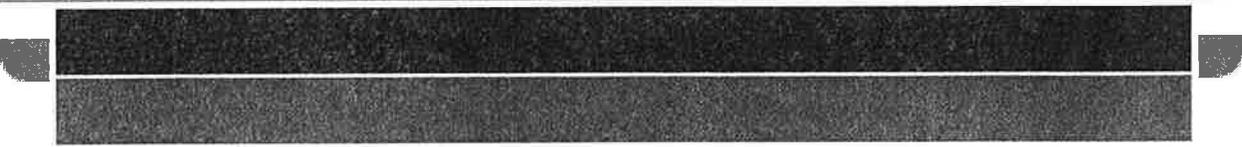


Percentage of Students Meeting Standards - Writing



	11
<u>All Students (including ELL and Special Education)</u>	88.12%
<u>Special Education Students</u>	*
<u>English Language Learners</u>	40.00%
Gender	

<u>Male</u>	87.30%
<u>Female</u>	89.47%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	N / A
<u>Asian or Pacific Islander</u>	N / A
<u>White, Not Hispanic</u>	91.11%
<u>Black, Not Hispanic</u>	✖
<u>Hispanic</u>	85.45%
<u>Free / Reduced Priced Meals</u>	86.21%
<u>Migrants</u>	✖



- ✖ 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.

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<u>Poverty Percentage</u>	38.35%	63.33%	52.13%
<u>English Language Learners Percentage</u>	6.31%	26.61%	9.40%
<u>School Mobility Rate</u>	12.02%	11.01%	10.74%
<u>Enrollment</u>	292,023	1,696	447

Percentage of Students Meeting Standards - Reading

Grades	11
<u>All Students (including ELL and Special Education)</u>	97.87%
<u>Special Education Students</u>	✖
<u>English Language Learners</u>	✖
Gender	
<u>Male</u>	96.15%
<u>Female</u>	100.00%

Race / Ethnicity	
<u>American Indian / Alaska Native</u>	
<u>Asian or Pacific Islander</u>	
<u>White, Not Hispanic</u>	100.00%
<u>Black, Not Hispanic</u>	
<u>Hispanic</u>	96.15%
<u>Free / Reduced Priced Meals</u>	95.45%
<u>Migrants</u>	

Percentage of Students Meeting Standards - Mathematics

Grades	11
<u>All Students (including ELL and Special Education)</u>	90.20%
<u>Special Education Students</u>	50.00%
<u>English Language Learners</u>	
Gender	
<u>Male</u>	89.29%
<u>Female</u>	91.30%
Race / Ethnicity	

<u>American Indian / Alaska Native</u>	▲
<u>Asian or Pacific Islander</u>	▲
<u>White, Not Hispanic</u>	95.24%
<u>Black, Not Hispanic</u>	✱
<u>Hispanic</u>	86.44%
<u>Free / Reduced Priced Meals</u>	83.67%
<u>Migrants</u>	✱

Percentage of Students Meeting Standards - Science

Grades	11
<u>All Students (including ELL and Special Education)</u>	90.91%
<u>Special Education Students</u>	✱
<u>English Language Learners</u>	✱
Gender	
<u>Male</u>	94.34%
<u>Female</u>	86.96%
Race / Ethnicity	

<u>American Indian / Alaska Native</u>	
<u>Asian or Pacific Islander</u>	
<u>White, Not Hispanic</u>	97.67%
<u>Black, Not Hispanic</u>	
<u>Hispanic</u>	85.45%
<u>Free / Reduced Priced Meals</u>	82.98%
<u>Migrants</u>	



Percentage of Students Meeting Standards - Writing



	11
<u>All Students (including ELL and Special Education)</u>	84.54%
<u>Special Education Students</u>	70.00%
<u>English Language Learners</u>	
Gender	
<u>Male</u>	86.79%
<u>Female</u>	81.82%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	N / A

<u>Asian or Pacific Islander</u>	N / A
<u>White, Not Hispanic</u>	92.86%
<u>Black, Not Hispanic</u>	✖
<u>Hispanic</u>	79.63%
<u>Free / Reduced Priced Meals</u>	77.08%
<u>Migrants</u>	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
<u>Reading</u>	
<u>All students</u>	MET
<u>American Indian/Alaska Native</u>	✖

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

<u>Students eligible for free and reduced lunch</u>	MET
<u>Special Education Students</u>	✖
<u>English Language Learners</u>	✖
<u>No Child Left Behind Qualified Teachers</u>	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.

A.3. Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school’s Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

PART B. BUDGETS

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

Budget forms are found in a separate EXCEL file at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

Appendix A.

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

Definitions for Nebraska

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

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

Number of years shall mean three years.

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

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

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

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

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

Persistently lowest-achieving schools (PLAS) Identification Procedure

Performance Rank

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

Progress Over Time Rank

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

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

Final Rank to Determine the Persistently Lowest-Achieving Schools

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

Graduation Rate

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

ESEA Section 1003(g) School Improvement Grants

Appendix B

REVIEWERS RATING AND CHECKLIST

District Name: _____ County/district Number: _____ Date: _____
 Reviewer: _____ Reviewer: _____

	Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Section 1. District Level Information						
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							
Part A. Descriptive Information School Level							
A.1. Analysis of Need							
		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
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						

NDE County District No.: 0
 District Name: 0

DISTRICT-WIDE ACTIVITIES FOR YEAR 2 (2012-13)

Activity
 List below activities for district-wide activities,
 including pre-implementation activities.
 Funds budgeted here will be included in the
 maximum amount available per school. (\$2
 Million per year)

	100	200	300	400	500	600	Total for Listed Activity
(1)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
	Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0

DISTRICT-WIDE ACTIVITIES FOR YEAR 3 (2013-14)

NDE County District No.: 0
 District Name: 0

Activity
 List below activities for district-wide activities,
 including pre-implementation activities.
 Funds budgeted here will be included in the
 maximum amount available per school. (\$2
 Million per year)

	100	200	300	400	500	600	Total for Listed Activity
(1)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0

TURN AROUND MODEL BUDGET FOR YEAR 1 (2011-12)

NDE County District No.: 0
 District Name: 0
 NDE School No.:
 School Name:

Activity	100	200	300	400	500	600	Total for Listed Activity
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)							\$0
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
Required Activities							\$0
(a)(1)(i) replace the principal and grant operational flexibility							\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							\$0
(a)(1)(iii)(A) screen existing staff and rehire no more than 50%							\$0
(a)(1)(iii)(B) select new staff							\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							\$0
(a)(1)(v) new governance structure							\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							\$0

(a)(1)(ii) measure effectiveness using locally adopted competencies	\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%	\$0
(a)(1)(ii)(B) select new staff	\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.	\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.	\$0
(a)(1)(v) new governance structure	\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned	\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction	\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time	\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)	\$0
<u>Permissible Activities:</u>	
(a)(2)(i) any required and/or permissible activities under the Transformation model	\$0
(a)(2)(i)(A) additional compensation	\$0
(a)(2)(i)(B) system for measuring changes	\$0
(a)(2)(i)(C) consent to accept teacher	\$0
(a)(2)(ii) new school model	\$0
Totals by Object Code	\$0

TURN AROUND MODEL BUDGET FOR YEAR 3 (2013-14)

NDE County District No.: 0
 District Name: 0
 NDE School No.: 0
 School Name: 0

Activity	100	200	300	400	500	600	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
Intervention Project Manager (Required)							\$0
<u>Required Activities</u>							
(a)(1)(i) replace the principal and grant operational flexibility							\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							\$0
(a)(1)(ii)(A) screen existing staff and hire no more than 50%							\$0
(a)(1)(ii)(B) select new staff							\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							\$0
(a)(1)(v) new governance structure							\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction							\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time							\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)							\$0

(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.	0	0	0	0	0	0	0	0	0	0	\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.	0	0	0	0	0	0	0	0	0	0	\$0
(a)(1)(v) new governance structure	0	0	0	0	0	0	0	0	0	0	\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned	0	0	0	0	0	0	0	0	0	0	\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction	0	0	0	0	0	0	0	0	0	0	\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time	0	0	0	0	0	0	0	0	0	0	\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)	0	0	0	0	0	0	0	0	0	0	\$0
<u>Permissible Activities:</u>											
(a)(2)(i) any required and/or permissible activities under the Transformation model	0	0	0	0	0	0	0	0	0	0	\$0
(a)(2)(i)(A) additional compensation	0	0	0	0	0	0	0	0	0	0	\$0
(a)(2)(i)(B) system for measuring changes	0	0	0	0	0	0	0	0	0	0	\$0
(a)(2)(i)(C) consent to accept teacher	0	0	0	0	0	0	0	0	0	0	\$0
(a)(2)(ii) new school model	0	0	0	0	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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 (2011-12)

Activity	100	200	300	400	500	600	Total for Listed Activity
School Name:	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
NDE County District No.: 19-0123							
District Name: Schuyler Community Schools							
NDE School No.: 19-0123-01							
School Name: Schuyler Central High School							
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)	50,000			1,000	2,200	4,000	\$57,200
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)				2,500		15,000	
Required Activities							
(d)(1)(i)(A) replace principal			8,000			1,200	\$9,200
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	4,000		12,000	1,669		53,550	\$71,219
(d)(1)(i)(E) recruit/retain staff with necessary skills			6,000				\$6,000
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			192,000	101,000		20,000	\$313,000
(d)(2)(i)(B) continuous use of student data	18,720	9,417		150,900		12,000	\$191,037
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	6,000			2,000			\$8,000
(d)(2)(ii)(D) technology based supports/interventions				6,450	45,799	15,000	\$67,249
(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	18,000		6,000				\$24,000
(d)(3)(i)(B) ongoing family/community engagement	12,188	2,153					\$14,341
Permissible Activities:							
(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
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates				7,500			\$7,500
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
Permissible Activities:							

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2013-14)

NDE County District No.: 19-0123
 District Name: Schuyler Community Schools
 NDE School No.: 19-0123-01
 School Name: Schuyler Central High School

Activity	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel	Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	55,000	200	300	400	500	600	2,000	\$58,000
Required Activities								
(d)(1)(i)(A) replace principal								\$0
(d)(1)(i)(B) evaluation systems for teachers & principals								\$0
(d)(1)(i)(C) reward school leaders	130,000							\$130,000
(d)(1)(i)(D) ongoing professional development							105,300	\$105,300
(d)(1)(i)(E) recruit/retain staff with necessary skills								\$0
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	19,668	9,970	6,000	600				\$6,000
(d)(2)(i)(B) continuous use of student data								\$30,238
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					5,000			\$5,000
(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								\$0
(d)(3)(i)(B) ongoing family/community engagement	12,681	2,241		2,500				\$17,422
Permissible Activities:								
(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
Required Activities								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
Permissible Activities:								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs	\$217,349	\$12,211	\$6,000	\$4,100	\$5,000	\$107,300		\$351,960
Totals by Object Code								

TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)													
19-0123													
NDE County District No.:													
Schuyler Community Schools													
District Name:													
19-0123-01													
NDE School No.:													
Schuyler Central High School													
School Name:													
Activity	100		200		300		400		500		600		Total for Listed Activity
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel	Professional Development						
Intervention Project Manager (Required)	157,500	0	0	3,000	2,200	8,000						\$170,700	
Pre-Implementation Activities	0	0	0	2,500	0	15,000						17,500	
Required Activities													
(d)(1)(i)(A) replace principal	0	0	0	0	0	0						\$0	
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	28,000	0	0	1,200						\$29,200	
(d)(1)(i)(C) reward school leaders	130,000	0	6,000	0	0	0						\$136,000	
(d)(1)(i)(D) ongoing professional development	8,000	0	18,000	1,669	0	229,150						\$256,819	
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	6,000	0	0	0						\$6,000	
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	500	0	0						\$500	
(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	204,000	233,000	20,000	30,000						\$487,000	
(d)(2)(i)(B) continuous use of student data	57,576	29,080	0	152,100	0	12,000						\$250,756	
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	6,000	0	0	2,000	0	0						\$8,000	
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	64,450	436,940	30,000						\$531,390	
(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	18,000	0	6,000	0	0	0						\$24,000	
(d)(3)(i)(B) ongoing family/community engagement	37,301	6,591	0	5,000	0	0						\$48,892	
Permissible Activities:													
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0						\$0	
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0						\$0	
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0						\$0	
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0						\$0	
Required Activities													
(d)(4)(i)(A) flexibility to increase graduation rates	0	0	0	7,500	0	0						\$7,500	
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0						\$0	
Permissible Activities:													
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0						\$0	
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0						\$0	
Totals by Object Code	\$414,377	\$35,671	\$268,000	\$471,719	\$459,140	\$325,350						\$1,974,257	

School Improvement Grant Application

NDE County District No.: 19-0123
 District Name: Schuyler Community Schools

Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.
 List Below School(s) for which budgets are included and the model they will be implementing:

School Name	Model
Schuyler Central High School 19-0123-01	Transformation Model

NDE County District No.: 19-0123
 District Name: Schuyler Community Schools

DISTRICT-WIDE ACTIVITIES FOR YEAR 1 (2011-12)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(1) Subs for elementary & middle school teachers on evaluation committee			6,000				\$6,000
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$6,000	\$0	\$0	\$0	\$6,000

NDE County District No.: 19-0123
 District Name: Schuyler Community Schools

DISTRICT-WIDE ACTIVITIES FOR YEAR 2 (2012-13)									
Activity	100	200	300	400	500	600	Total for Listed Activity		
Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development				
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)									
(1) Subs for elementary & middle school teachers on evaluation committee			6000				\$6,000		
(2)							\$0		
(3)							\$0		
(4)							\$0		
(5)							\$0		
(6)							\$0		
Totals by Object Code	\$0	\$0	\$6,000	\$0	\$0	\$0	\$6,000	\$0	\$6,000
DISTRICT-WIDE ACTIVITIES FOR YEAR 3 (2013-14)									
NDE County District No.: 19-0123									
District Name: Schuyler Community Schools									
Activity	100	200	300	400	500	600	Total for Listed Activity		
Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development				
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)									
(1) Subs for elementary & middle school teachers on evaluation committee			6,000				\$6,000		
(2)							\$0		
(3)							\$0		
(4)							\$0		
(5)							\$0		
(6)							\$0		
Totals by Object Code	\$0	\$0	\$6,000	\$0	\$0	\$0	\$6,000	\$0	\$6,000

No data will be entered on this page. This page serves as a combined budget for all completed budget pages.

19-0123

Schuyler Community Schools

DISTRICT SUMMARY PAGE

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
District-Wide Activities (Year 1)	0	0	6,000	0	0	0	\$6,000
Turn Around Model (Year 1)	0	0	0	0	0	0	\$0
Restart Model (Year 1)	0	0	0	0	0	0	\$0
School Closure (Year 1)	0	0	0	0	0	0	\$0
Transformation1 Model (Year 1)	108,908	11,570	224,000	273,019	47,999	120,750	\$786,246
Transformation2 Model (Year 1)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 1)	0	0	0	0	0	0	\$0

District-Wide Activities (Year 2)	0	0	6,000	0	0	0	\$6,000
Turn Around Model (Year 2)	0	0	0	0	0	0	\$0
Restart Model (Year 2)	0	0	0	0	0	0	\$0
School Closure	88,120	11,890	38,000	194,600	406,141	406,141	\$836,051
Transformation1 Model (Year 2)	0	0	0	0	0	0	\$0
Transformation2 Model (Year 2)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 2)	0	0	0	0	0	0	\$0

District-Wide Activities (Year 3)	0	0	6,000	0	0	0	\$6,000
Turn Around Model (Year 3)	0	0	0	0	0	0	\$0
Restart Model (Year 3)	0	0	0	0	0	0	\$0
School Closure	217,349	12,211	6,000	4,100	5,000	5,000	\$351,960
Transformation1 Model (Year 3)	0	0	0	0	0	0	\$0
Transformation2 Model (Year 3)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 3)	0	0	0	0	0	0	\$0

Proposal for

Differentiated Instruction Capacity Building Professional Development

Schuyler Central High School
Schuyler, NE

March 2011

Submitted by
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I. Summary

This proposal offers a professional development program to provide Capacity Building professional development to support the implementation of Differentiated Instruction for Schuyler Central High School. The program is based on a three strand capacity-building model designed to create a core group of educators in the district with expertise in Differentiated Instruction who will assist teachers in developing the knowledge, understandings, and skills to create differentiated classrooms and support the on-going work of this 3 year implementation of Differentiated Instruction. The summary contains the following elements:

- Description of program strands
- Description of suggested procedures
- Proposed calendar of procedures
- Cost analysis
- Next Steps

II. Introduction

ASCD

ASCD is a community of educators, advocating sound policies and sharing best practices to achieve the success of each learner.

Founded in 1943, the Association for Supervision and Curriculum Development (ASCD) is a nonprofit, nonpartisan organization that represents more than 175,000 educators from 119 countries and nearly 60 affiliates. Our members span the entire profession of educators—superintendents, supervisors, principals, teachers, professors of education, and school board members.

We address all aspects of effective teaching and learning—such as professional development, educational leadership, and capacity building. ASCD offers broad, multiple perspectives—across all education professions—in reporting key policies and practices. Because we represent all educators, we are able to focus solely on professional practice within the context of "Is it good for the children?" rather than what is reflective of a specific educator role. In short, ASCD reflects the conscience and content of education.

III. Capacity Building Professional Development

ASCD is committed to providing effective professional development that will build local capacity, allowing human and financial resources to be used more effectively. We know that people learn new strategies and techniques and master the art of teaching in many ways. We know that in order for teachers to be their best, an environment of professional learning, modeled by the administration, and supported through institutionalized structures that allow for risk-taking and collegial relationships, must be in place. Capacity Building Professional Development promotes these structures, processes and policies while promoting teacher leadership.

Specifically, ASCD is committed to providing the range of professional development services required to develop teacher leaders into local experts in specific instructional and leadership practices, including:

- (a) ongoing work by ASCD Faculty members in one-on-one situations with teachers in targeted classrooms, modeling effective inquiry practices
- (b) facilitation by ASCD Faculty members of meetings with teacher leaders with follow-up lessons and classroom visitations to other teachers, focusing on objectives determined by teachers and teacher leaders
- (c) regular meetings involving ASCD Faculty members and principals and other school leaders to reflect on program implementation and progress in achieving the school's student achievement goals and objectives
- (d) ongoing work with principals, assistant principals, central office administrators, and other designated instructional leaders on a regular basis to plan ways to support teachers and teacher leaders in implementing specific instructional practices
- (e) curriculum seminars as well as mini-conferences focused on specific instructional practices for teacher leaders and teachers

Professional development strategies implemented will be based on the following levels:

Level 1: Awareness

Professional development only starts the process of change, raising awareness and introducing new constructs and terminology.

Level 2: Skill Development

This is an intense level of professional development. The adult learner typically experiences some major discomfort while making the initial attempts to try out new behaviors. For the adult learner to continue

during Level 2 requires a considerable amount of support and massed practice in order to learn new content to a level of comfort.

Level 3: Implementation

Professional development focuses mostly on helping the adult learner make necessary refinements and adjustments in newly learned content so that it fits the particular context well. Problem solving about real implementation problems is a key to motivating the Level 3 adult learner to use the new practices and get positive results with students.

Level 4: Institutionalization Practices

Professional development focuses on maintaining or institutionalizing the behaviors and protocols. Sometimes Level 4 is reserved for trainers, coaches, teacher leaders and other professional development leaders who learn various strategies for helping other adult learners use new instructional practices.

IV. Goals/Objectives

The primary objective of Capacity Building Professional Development for Differentiated Instruction is to support the building of local capacity and internal experts in Differentiated Instruction for Schuyler Central High School by an ASCD faculty member. The goals are to:

1. Develop Teacher-Leaders to implement and ultimately support the implementation and sustainability of Differentiated Instruction
2. Develop Teachers who effectively utilize the practice of Differentiated Instruction in the classroom for the benefit of all learners.
3. Develop Administrators who, by their leadership, will maintain and institutionalize the practice of Differentiated Instruction at the district and school levels.

Differentiating Instruction Professional Development Content

The content of the professional development must be approached by levels in order to differentiate for the adult learner and to ensure the eventual development of district support team members, teacher leaders and administrators in the Expert/Expert Plus proficiency level for differentiating instruction.

Basic Level

- Awareness of the need- rationale & evidence that supports the need for differentiated instruction
- Identifying key vocabulary, features, concepts, and principles of differentiated instruction.
- Identifying and applying some basic instructional strategies that are currently used in teacher's classrooms & ways that those strategies could be used effectively for differentiation.
- Effective use of multiple teacher presentation modes and multiple student materials.
- Introducing & applying basic strategies that invite differentiation- varying writing prompts, varying questions.
- Creating respectful tasks
- Using instructional strategies to meet key learning goals & to build student engagement and understanding
- Planning for whole-group vs. small-group or individual work
- Differentiating according to one student trait (readiness, interest, learning profile).
- Developing specific guidelines for implementing targeted approaches so teacher has basic plan for managing differentiated classroom routines.

Mid-Level Proficiency

- Student assessment: diagnosing readiness, interests, learning profiles & student progress
- Use of assessment as a catalyst for instructional planning
- Planning high-quality instruction as a baseline for DI
- DI classroom management strategies
- Planning for flexible grouping.
- Balancing teacher-choice & student-choice options
- Using variety of instructional strategies to differentiate content, process, & product
- Understanding, planning, and delivering instruction responsive to cultures
- Differentiating by readiness, interest, learning profile in a single learning experience or brief lesson sequence
- Clarity about what students should know, be able to do, understand as result of lessons & the unit
- Creating a classroom environment that supports learner differences
- Helping students become self-reliant learners
- Communicating with parents & students about DI

Advanced-Level Proficiency

- Exploring various models of DI
- Selecting key concepts, principles, & skills for a lesson or unit
- Designing differentiated units & lessons
- Application of more sophisticated instructional strategies that invite differentiation
- Dealing with issues of assessment & grading
- Effective use of alternative assessments
- Working collaboratively with students to build a more responsive classroom
- Coaching strategies/practices and scaffolding for student success
- Specialized approaches for specific learning needs
- Means of evaluating degrees of success of differentiation in the classroom

Expert/Expert-Plus Proficiency

- Continued honing of understanding, skills and growth
- Leading school-based professional development for DI
- Coaching, observation, and feedback for teachers and leaders
- Developing district-wide differentiated curriculum

Differentiated Instruction (DI) Teacher Leader Responsibilities

Participate in all scheduled professional learning related to DI. Experiences may include workshops, planning meetings, classroom observation and feedback, virtual learning sessions, demonstration lessons, and coaching sessions provided by the ASCD Faculty member.

Complete study group, professional learning team, and/or classroom implementation activities that may be assigned by the ASCD Faculty member in-between scheduled onsite professional learning dates

Maintain a reflective journal with entry topics designated by ASCD Faculty member. Journals will share implementation successes, challenges, and problem solving and may be used as evidence of changing classroom practices

Commit to developing the classroom into a DI demonstration classroom so that peers in the school can observe the DI philosophy and supporting practices being implemented with fidelity

Participate in designated professional learning activities focused on DI with the school-based PLC, grade level, department or subject- area teams

Participate in interval self-assessments using the DI Implementation Rubric and other data gathering activities designed to gather evidence of changes in teacher practice during implementation

Participate in data gathering of classroom-based student results to determine the impact on student learning, disposition, and other identified student indicators of success

Collaborate with school administration, and other teacher leaders to plan and lead school-based job-embedded professional learning focused on DI for building level teachers

Serve as a DI expert to inform ongoing integration of DI into the teaching, learning, and leadership culture of the school along with other practices being implemented school-wide

V. Procedures (Activities)

SY 2010-2011

- Over the course of **6 days** ASCD Faculty member provides teacher leaders and administrators at **Schuyler Central High School** with:
 1. Classroom observations to ensure a customized PD experience
 2. An overview of Differentiated Instruction for administrators and teacher leaders
 3. PD In Focus orientation and exploration aligned to identified PLC topics
 4. Job embedded learning experiences to include coaching, feedback, support for demonstration classroom development, model lesson demonstrations, and other experiences aligned with teacher leader and administrator needs.
 5. Assignments will be given during each visit for application in the classroom and/or school aligned with teacher leader and administrator learning progression.

SY 2010-2011

- Over the course of **5 virtual follow-up sessions** ASCD Faculty member provides teacher leaders and administrators at **Schuyler Central High School** with:
 1. Ongoing professional learning content aligned with differentiated instruction
 2. Feedback on application assignments successes and challenges
 3. Job-embedded professional development plans, strategies and practices for beginning to lead the learning of colleagues

SY 2011-2012

- Once per month** ASCD faculty member will provide onsite support for:
1. Continued job embedded learning experiences and coaching for DI practices, curriculum integration and unit/lesson development with teacher leaders, and model lessons demonstrations as needed
 2. Provide support to teacher leaders for their demonstration classrooms as models for **Schuyler Central High School** colleagues; provide support for teacher leaders as they implement job embedded learning practices for DI with their colleagues
 3. Continue to provide the connections between the work that ASCD is providing with that of other providers in the school
 4. Assignments will be given during each visit for application in the classroom and/or school aligned with teacher leader and administrator learning progression.

SY 2011-2012

- Over the course of **5 virtual follow-up sessions** ASCD Faculty member provides teacher leaders and administrators at Schuyler Central High School with:
 1. Ongoing professional learning content aligned with differentiated instruction
 2. Feedback on application assignments successes and challenges
 3. Ongoing support for teacher leaders as leaders of job embedded learning with their colleagues' school wide.

*All Teacher-Leaders, Administrators and Teachers will participate in department level or self-led Professional learning Communities focused on DI. Meetings should be held once a month (one hour sessions).

PLC activities may include, but are not limited to, the use of PD In Focus, ASCD Online Courses, ASCD books, and classroom implementation examples.

VI. Timetable

The timetable below is a recommendation only. Schuyler Central High School and the ASCD Faculty Member will determine specific dates and timelines in order to meet the needs of Schuyler Central High School.

Date	Description of Work	Number of Consultant Days
Year 1 SY 2010-2011	Classroom Observations	1 Date TBD
	Differentiated Instruction Overview (for Administrators and Teacher Leaders)	1 Date TBD
	PD In Focus – Learning & Collaboration aligned to identified needs (for Teacher Leaders)	Integrated during job-embedded learning dates
	Job embedded learning experiences during the school day to include coaching, feedback, support for demonstration classroom development, model lesson demonstrations, and other experiences aligned with teacher leader and administrator needs.	4 Dates TBD During the school year
	5 one-two hour virtual follow-up meetings	Dates/Times TBD
Monthly, throughout the school year	Professional Learning Communities: Selected texts, online programs and materials facilitated by Schuyler Central High School (ASCD faculty member input)	
Year 2 SY2011-2012	Differentiated Instruction Overview (for all teachers)	2 Dates TBD
September 2011-June 2012	Job embedded learning experiences during the school day	10 Dates TBD

	to include coaching, feedback, support for demonstration classroom development, model lesson demonstrations, unit/lesson development and other experiences aligned with teacher leader and administrator needs.	
Monthly, through school year	Professional Learning Communities: Selected texts, online programs and materials facilitated by Schuyler Central High School (ASCD faculty member input)	
Year 3 SY 2012-2013	Activities TBD based on continued needs	TBD

VII. Budget

Resources section represents **options (bulk discounts for books will be added)** which may be selected by Schuyler Central High School to support the DI capacity building implementation. Final costs will be reflected in the Extended Service Contract.

	Description of Work	Anticipated Costs
	Capacity Building Professional Development	
Year 1 SY2010- 2011	6-days Capacity Building Professional Development with ASCD faculty Member,	\$33,000 (non-consecutive)

	\$5500/day; \$4000/consecutive day	(cost TBD if consecutive days)
	5 one-hour virtual meetings/sessions ASCD Faculty Member \$600 session	\$3000
Year 2 SY2011-2012	12-days Capacity Building Professional Development with ASCD faculty Member, \$5500/day; \$4000/consecutive day	\$9,500 (2-day overview, consecutive days) \$55,000 (10 monthly coaching visits)
	5 one-hour virtual meetings/sessions ASCD Faculty Member \$600 session	\$3000
Year 3 SY2012-2013	5-days Capacity Building Professional Development with ASCD faculty Member, \$5500/day; \$4000/consecutive day	\$27,500 (session content TBD based on need)
	TOTAL Professional Development	\$36,000.00 (Yr1) \$67,500.00 (Yr2) \$27,500.00 (Yr3)
Professional Development Resources		
Year 1 SY2010-2011	ASCD Text : Exploring Differentiated Instruction (The Professional Learning Community Series)	\$10.95/copy x ? copies= \$
	ASCD Text : The Differentiated Classroom: Responding to the Needs of All Learners (Administrators and teacher leaders)	\$17.95/copy X ? copies =\$
	Professional Development for Differentiating Instruction: An ASCD Action Tool	49.00/copy X ? copies=\$
	PD In Focus 1 year subscription	\$1695.00
Year 2 SY2011-2012	ASCD Text : Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12 (Teacher Leaders	\$24.95/copy X ? copies=

	and School Leaders, as appropriate	
	PD In Focus 1 year Subscription	\$1695.00
	PD Online Courses	\$99.00/course; 10 or more courses earn a 15% discount
Year 3 SY2012- 2013	PD In Focus 1 year Subscription	\$1695.00
	Additional resources TBD	TBD
	Total	TBD based on number of participants +shipping and handling

VIII. Key Personnel

All ASCD Differentiated Instruction Faculty Members are trained by the author and educator, Dr. Carol Ann Tomlinson. The ASCD faculty member will be selected based on the description provided by Schuyler Central High School. ASCD will provide on-going support through this faculty member, the ASCD staff and support personnel.

IX. Next Steps

ASCD Midwest Regional Program Manager, Patricia Okenica, will facilitate the completion of the contract with Schuyler Central High School and ASCD. The following Next Steps are recommended:

Next Step 1: Schuyler Central High School will review the proposal and recommend any changes, additions or corrections.

Next Step 2: Patricia Okenica will review the requests and make the necessary changes to the proposal for a final review by Schuyler Central High School.

Next Step 3: Schuyler Central High School will accept or reject the proposal. If the proposal is accepted, ASCD will provide an "Extended Service Contract" for review by Schuyler Central High School. Included in this document will be recommended dates for Capacity Building and suggested Faculty Member assignment(s).

Next Step 4: Schuyler Central High School will submit purchase order(s) for the services and products agreed upon.

Next Step 5: ASCD Professional development staff member from ASCD Headquarters will work with designated Schuyler Central High School staff members to develop overall professional development plan for DI including evaluation components, suggestions for development of ongoing monitoring tools referred to in this proposal, and communication support tools if needed.

Differentiated Instruction Implementation Rubric

Directions: Please respond to the following statements using the scale described below and the attached rubric where applicable. This information will be used as a self-assessment to gather data on the implementation of differentiated instruction practices in your classroom and as a coaching tool for the ASCD Faculty member to support your continued professional learning. Therefore, your candid responses are very critical to this process. Thank you.

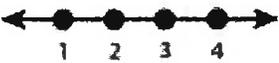
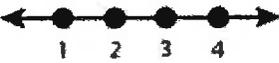
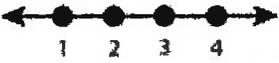
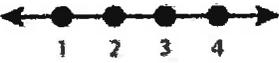
Mark the "My Classroom" continuum as follows:

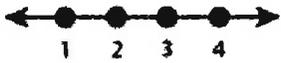
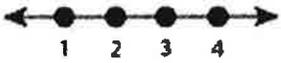
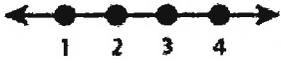
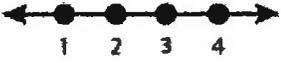
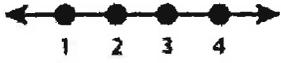
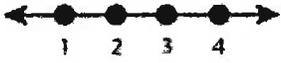
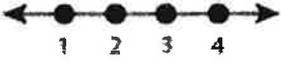
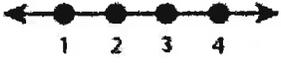
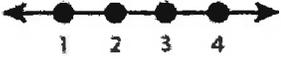
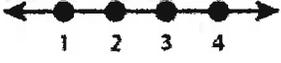
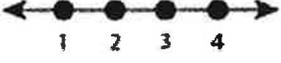
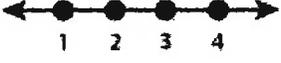
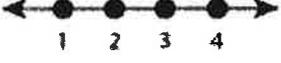
- 1 = Novice
- 2 = Apprentice
- 3 = Practitioner
- 4 = Highly Skilled

Mark the Importance Continuum as follows: (or use "How much do you value this component?")

- 1 = Not Important
- 2 = Little Important
- 3 = somewhat Important
- 4 = highly Important

Positive, Supportive Learning Environment

1) I set high expectations for all students.	My Classroom 	Unsure of terms/meaning 	Importance 
2) I direct my attention equitably among all students.	My Classroom 	Unsure of terms/meaning 	Importance 
3) I care about my students and try to make a personal connection with them.	My Classroom 	Unsure of terms/meaning 	Importance 
4) I model and teach students to value one	My Classroom 	Unsure of 	Importance 

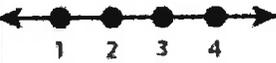
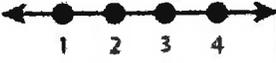
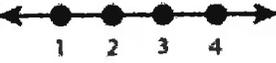
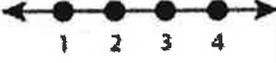
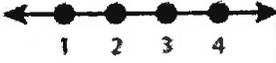
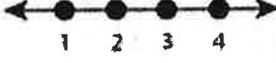
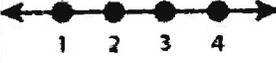
another's similarities and differences in learning, cultural background, ethnic background and interest.		terms/meaning	
5) I lead my students in developing and demonstrating respect and appreciation for one another.	My Classroom 	Unsure of terms/meaning 	Importance 
6) I establish expectations and opportunities for my students to comfortably and respectfully work together in ways that draw upon the strength of each learner and promote both individual and group success.	My Classroom 	Unsure of terms/meaning 	Importance 
7) Both my students and I celebrate the successes of each learner.	My Classroom 	Unsure of terms/meaning 	Importance 
8) Students in my class actively participate and are called upon equitably.	My Classroom 	Unsure of terms/meaning 	Importance 
9) I strive for a balance between student and teacher choices.	My Classroom 	Unsure of terms/meaning 	Importance 
10) My students and I work collaboratively as they share responsibility for classroom procedures and routines.	My Classroom 	Unsure of terms/meaning 	Importance 

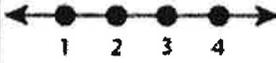
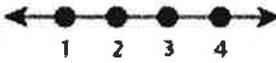
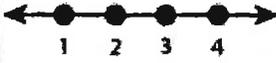
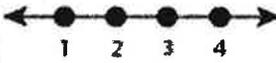
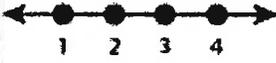
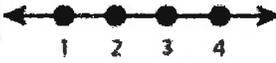
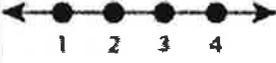
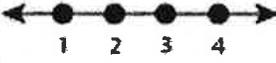
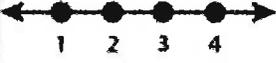
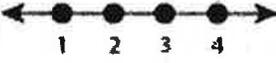
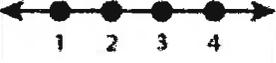
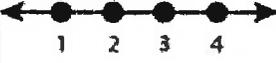
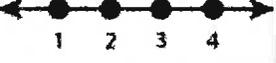
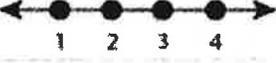
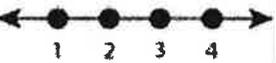
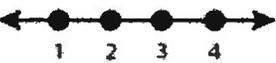
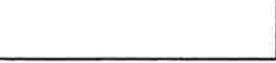
NOTES

Differentiated Instruction Implementation Rubric

Directions: See above

High-Quality Curriculum

1) I establish learning goals that identify what students should know, understand, and be able to do as a result of the lesson.	My Classroom 	Unsure of terms/meaning 	Importance 
2) The focus of my lessons are on the concepts, principles, big ideas, essential understandings, and questions that identify and emphasize what is truly key to the understanding and practice of a discipline.	My Classroom 	Unsure of terms/meaning 	Importance 
3) I determine key knowledge, understandings, and skills for a lesson or unit.	My Classroom 	Unsure of terms/meaning 	Importance 
4) State learning standards are a clear part of my curricular goals.	My Classroom 	Unsure of terms/meaning 	Importance 
5) I clearly communicate learning goals to my students.	My Classroom 	Unsure of terms/meaning 	Importance 
6) I provide my students varied experiences to work toward common learning goals.	My Classroom	Unsure of terms/meaning 	Importance

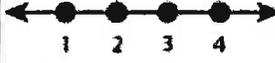
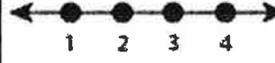
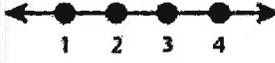
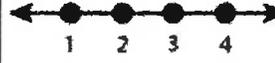
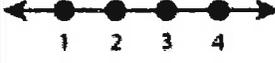
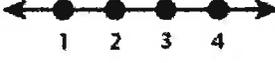
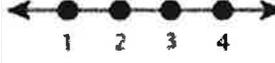
			
7) I assist my students in establishing class and personal goals for high-quality work.	My Classroom 	Unsure of terms/meaning 	Importance 
8) I help students self-assess their learning and reflections on goals.	My Classroom 	Unsure of terms/meaning 	Importance 
9) I plan and have evidence that instruction is based on information from recent formative assessments.	My Classroom 	Unsure of terms/meaning 	Importance 
10) I try to make the curriculum relevant by helping students transfer and connect knowledge to familiar and unfamiliar contexts.	My Classroom 	Unsure of terms/meaning 	Importance 
11) I plan thoughtful, meaningful tasks that promote inquiry and higher-level thinking for all students.	My Classroom 	Unsure of terms/meaning 	Importance 
12) I use the curriculum in a way that inspires students to ask high-level questions and pursue further information independently.	My Classroom 	Unsure of terms/meaning 	Importance 
13) I encourage and expect high-quality responses from my students.	My Classroom 	Unsure of terms/meaning 	Importance 
14) I provide my students opportunities actively participate in challenging ways.	My Classroom 	Unsure of terms/meaning 	Importance 

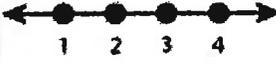
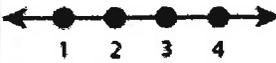
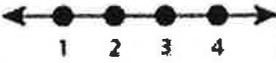
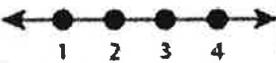
	←●●●●→ 1 2 3 4		←●●●●→ 1 2 3 4
15) I provide rubrics or other guides to focus students to set goals and develop quality work.	My Classroom ←●●●●→ 1 2 3 4	Unsure of terms/meaning <input type="radio"/>	Importance ←●●●●→ 1 2 3 4
NOTES: 			

Differentiated Instruction Implementation Rubric

Directions: See above

Student Assessment

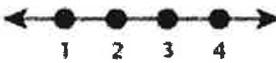
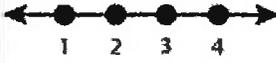
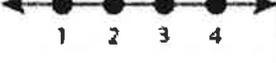
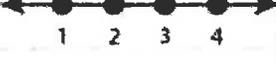
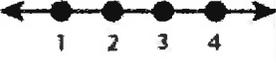
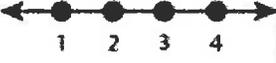
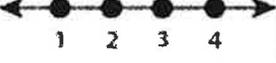
1) I use On-going classroom assessments to inform instruction.	My Classroom 	Unsure of terms/meaning 	Importance 
2) I use a variety of assessments to ensure that each student has the opportunity to show what he/she knows, understands, and is able to do in relation to the learning goals.	My Classroom 	Unsure of terms/meaning 	Importance 
3) I use assessments to help students understand their learning needs and growth.	My Classroom 	Unsure of terms/meaning 	Importance 
4) I use informal and formal assessment data to adjust planning for content, processes, and products.	My Classroom 	Unsure of terms/meaning 	Importance 
5) I use pre-assessments to diagnose readiness, interests, learning profiles, and student progress relative to the learning goals of a unit of study.	My Classroom 	Unsure of terms/meaning 	Importance 
6) I use assessments during instruction to gauge students' progress.	My Classroom 	Unsure of terms/meaning 	Importance 

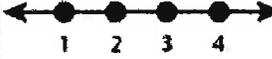
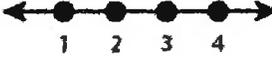
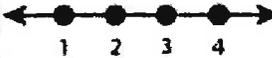
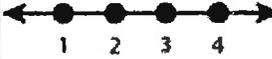
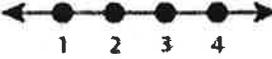
7) I attend to students' questions/comments are during the lesson.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Importance</p> 
8) I use end of lesson assessments to gauge student learning.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Importance</p> 
9) I assess students on both their own growth and agreed upon norms.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Importance</p> 
10) My classroom grading practices allow for varied and multiple opportunities for students to demonstrate their knowledge, understanding, and skills.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Importance</p> 
<p>NOTES:</p>			

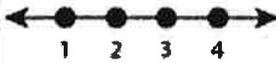
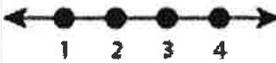
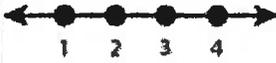
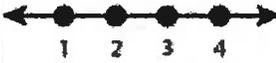
Differentiated Instruction Implementation Rubric

Directions: See above

Instructional Practices and Classroom Routines

1) I have evidence to support that I proactively prepare for a variety of student needs.	My Classroom 	Unsure of terms/meaning 	Importance 
2) I prepare for and respond appropriately to students who struggle with learning.	My Classroom 	Unsure of terms/meaning 	Importance 
3) I prepare for and respond appropriately to students with physical/behavioral challenges.	My Classroom 	Unsure of terms/meaning 	Importance 
4) I prepare for and respond appropriately to advanced students.	My Classroom 	Unsure of terms/meaning 	Importance 
5) I understand, plan for, and deliver instruction responsive to my students' cultures.	My Classroom 	Unsure of terms/meaning 	Importance 
6) I use a variety of flexible, well-managed instructional arrangements to meet students' varied readiness, interest, and learning profile needs.	My Classroom 	Unsure of terms/meaning 	Importance 
7) My purposes for grouping are aligned with curricular goals and are intentional.	My Classroom 	Unsure of terms/meaning 	Importance 

8) I group and re-group students based on recent data about the students' readiness, interests, and/or learning profiles.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
9) I provide multiple ways for students to receive help during instruction.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
10) I help students recall what they know, understand, and are able to do, and build on their knowledge, understanding, and skills.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
11) I consciously build on individual learning needs relative to current areas of study.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
12) I match instructional strategies to instructional goals and students' needs and interests.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
13) I develop content, questions, tasks and products using students' interests, experiences and concerns.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
14) While focusing on learning goals, I provide students with multiple opportunities to acquire content and complete tasks and products.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
15) I flexibly use both whole and small group instruction to ensure that students understand ideas and skills at appropriate levels of challenge and support.	<p style="text-align: center;">My Classroom</p> 	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p> 
16) My rules/routines support individual student needs.	<p style="text-align: center;">My Classroom</p>	<p style="text-align: center;">Unsure of terms/meaning</p> 	<p style="text-align: center;">Importance</p>

			
17) I am effective in classroom leadership/management.	<p>My Classroom</p> 	<p>Unsure of terms/meaning</p> 	<p>Importance</p> 
Notes (examples of differentiation based on readiness, interest, and learning profile):			

ASCD Teacher Leader Standards

Suggested Criteria for Teacher Leaders

Standards and Performance Criteria

Standard I: Teacher Leaders, through their work with professional staff, show their commitment to teacher learning in order to support student achievement.

Performance Criteria:

- A. Teacher Leaders act on the belief that every professional staff member can build on their existing skills and knowledge.
- B. Teacher Leaders support the achievements of professional staff in producing measurable growth in student achievement.
- C. Teacher Leaders recognize individual differences in professional staff and adjust their practices accordingly.

Possible Indicators:

- Provides valuable learning activities for professional staff aimed at improving student achievement.
- Encourages professional staff to ensure that classroom instruction and lesson plans consistently reflect overarching curriculum goals and state and local student learning goals
- Assists professional staff in ensuring that classroom instruction, lesson plans, and examples of student work indicate that all students are held to high standards and expectations; differentiated assignments incorporate high standards for each group.
- Helps professional staff set and self-evaluates their progress toward student achievement and academic goals.
- Over a period of several years, consistently supports the goal of measurable academic growth and achievement (proficiency, productivity, equity) of students.
- Communicates three messages: this is important, you can do it, and I will not give up on you.
- Assists professional staff in using student achievement data (proficiency, productivity, equity, quality) to design instructional activities that support academic growth and achievement for all students, regardless of racial or ethnic group membership, gender, or prior educational background and achievement, so lesson plans and classroom instruction reflect the attention to achievement needs of all students.
- Encourages professional staff in preparing students to persist and continue to achieve in academic, vocational, and arts areas not monitored by state- or

system wide measures (e.g., academic acceleration into and satisfactory completion of higher-level courses by students; students' demonstrated proficiency in vocational or trade skills; students' sustained interest and demonstrated proficiency in academic clubs or events such as debating club, math and science competitions, literary publications, musical/dramatic ensembles and performances, athletic teams, competitions, or leadership and government activities).

Standard II: Teacher Leaders know areas of best practices in the field of staff development and how to communicate them to professional staff.

Performance Criteria:

- A. Teacher Leaders demonstrate understanding of teaching and instruction and convey their knowledge clearly to professional staff.
- B. Teacher Leaders offer multiple paths to knowledge.

Possible Indicators:

- Matches staff development activities to staff's professional development needs.
- Provides clear explanations of instructional strategies; encourages professional staff to develop and use a variety of strategies
- Asks challenging questions to assist professional staff in developing, implementing, and monitoring professional development plans.
- Integrates job-embedded staff development with local school plans and the day-to-day functions of the school's instructional program.
- Encourages professional staff inquiries and responds clearly.
- Allows professional staff to form links between prior understanding and new knowledge through job-embedded staff development.
- Checks for understanding in a variety of ways and modifies staff development activities and training to meet professional staff needs.
- Provides opportunities for professional staff to reflect on what they have learned, articulate why it is important, and extend their thinking.
- Uses the latest research in the field of staff development to plan training and other job-embedded staff development activities for individuals, team, and other groups of staff.
- Recognizes individual strengths and teaching and learning styles of professional staff through differentiation of staff development activities.
- Provides for differentiation in staff development and training designs to meet the varying learning needs of individuals or groups.
- Observes and models in others' classes.

Standard III: Teacher Leaders support the establishment and management of a professional learning community.

Performance Criteria:

- A. Teacher Leaders foster a professional climate that promises openness, mutual respect, support, and inquiry.
- B. Teacher Leaders establish and maintain respectful, productive relationships with professional staff in support of student learning and well-being.
- C. Teacher Leaders facilitate professional learning in a variety of settings.

Possible Indicators:

- Encourages professional staff to participate and take intellectual risks as relates to professional growth and student achievement.
- Encourages professional staff to provide input in the development and implementation of the local school's goals.
- Provides varied learning opportunities for professional staff based on individual learning styles, strengths, and constraints.
- Works with staff to foster and nurture a culture of collegiality with teachers using each other as sources of knowledge where all are welcome and valued.
- Supports the development of professional learning communities by providing/coordinating a variety of professional growth opportunities (i.e., peer observation, study groups, action research, collaborative planning, team teaching).
- Uses a wide repertoire of resources to facilitate learning.
- Works with other "experts" to obtain resources for professional staff.
- Uses peer coaching to provide feedback to professional staff.

Standard IV: Teacher Leaders continually assess student progress, analyze the results, and adapt staff development to improve student achievement.

Performance Criteria:

- A. Teacher Leaders use a variety of formal and informal data sources.
- B. Teacher Leaders analyze data and plan staff development accordingly.

Possible Indicators:

- Assists professional staff in using a variety of formal and informal assessment formats, both formative and summative.
- Assists professional staff in making accommodations to assessments to meet the needs of students with differing learning styles or special needs.
- Assists professional staff in developing and using rubrics and scoring tools to evaluate their students' work.

- Assists professional staff in regularly using multiple sources of assessment data to plan and modify instruction.
- Helps staff in planning and modifying instruction based on assessment results.
- Assists professional staff in using instruction among prior, current, and future grades or school levels when planning instructional goals (vertical teams).
- Uses student performance data from prior years as well as other relevant information to assist professional staff in designing current year's instructional goals to improve student achievement; plan for staff development; regularly monitor staff development needs (staff, teams, individuals) and plan appropriate ways to meet these needs; plan and conduct meetings and workshops to share information and best practices as indicated by formal and informal data.
- Assist professional staff in using data to establish and monitor professional development plans and goals.

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