• ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name: **Lincoln Public Schools** County/District Number: **55-0001**	District Mailing Address: **5901 O Street** **Lincoln, NE 68510**

District Contact for the School Improvement Grant

Name:
Della Steiner

Position and Office:
Director

Contact's Mailing Address:
Lincoln Public Schools
5901 O Street
Lincoln, NE 68510

Telephone:
402-436-1988

Fax:
402-436-1929

Email address:
dsteiner@lps.org

President of the School Board (Printed Name): **Kathy Danek**	Telephone: **402-464-8549**
Signature of the President of the School Board x Kathy Danek	Date: 6-22-10
Authorized Representative of the District (Printed Name): **E. Susan Gourley, Ph.D.**	Telephone: **402-436-1000**
Signature of the Authorized Representative: x E. Susan Gourley	Date: 6-24-10

ESEA Section 1003(g) School Improvement Grants (SIG)
Lincoln Public Schools

DISTRICT INFORMATION

- Contracting with Consultants and Other Service Providers
- Formal Variance Form
- LPS Report of the External Visitation Team

2008-09

BA #37

Date Issued 8/08

TO: **BUILDING PRINCIPALS, DIRECTORS, CURRICULUM SPECIALISTS, and DEPARTMENT SUPERVISORS**

FROM: **Mark Shepard, Associate Superintendent for Business Affairs**
Dwayne Odvody, Director of Purchasing

SUBJECT: **CONTRACTING WITH CONSULTANTS AND OTHER SERVICE PROVIDERS**

Agreements with consultants and other service providers shall be completed prior to the actual performance of the service for the District. Advance preparation of an agreement will allow for proper contract authorization and, if necessary, receipt of a properly completed insurance certificate prior to service. **Send completed forms, along with a completed requisition, to Purchasing at least two weeks prior to the commencement of the service being provided.**

Consultant/Service Provider Forms are found on the LPS Website.

Contract forms are divided, by dollar amount of contract, into two categories:
1) $500 and less
2) More than $500

Use of Forms

1) $500 and Less (**PR0011**, sample is attached) – This one page form combines the contract and invoice form. The location should obtain information from service provider and complete the top portion of the form (contract). The form needs to be signed by the service provider. Attach the completed form to a BA-80 Requisition and send to Purchasing. The location needs to retain a copy of the completed form.

   When service has been received, complete and have the responsible administrator sign the lower portion of the form (invoice) and send to Accounts Payable. If the service provider submits a separate invoice, attach that to the LPS completed invoice.

2) More than $500 (**PR0009 and PR0010**, samples are attached) – The Consultant/Service Provider Agreement form shall be completed prior to service being received. The location should obtain information from the service provider and complete the agreement portion of the form (contract), and **ONLY** the top portion of the Consultant/Service Provider Invoice form. The invoice provides information necessary for setting up vendors. The agreement form needs to be signed by the service provider and the location administrator (District Representative). The District Representative should not sign the lower portion of the invoice until after the service is received. Attach the completed form to a Non-stock Requisition and send to Purchasing. The location needs to retain a copy of the completed forms, but the original must be sent to Purchasing.

The agreement should specifically state services to be provided, dates of service, term of agreement, and the agreed dollar amount. If the District is reimbursing the contractor for expenses, the type of expense and dollar limits (if any) needs to be specifically stated in the "Services" portion of the contract. **NOTE: In general, the contractor should be responsible for their own expenses.**

When service has been received, complete and have the responsible administrator sign the lower portion of the invoice form and send to Accounts Payable. If the service provider submits a separate invoice, attach that to the LPS completed invoice.

Additional Considerations

The attached agreement forms should not be used to contract with current employees of Lincoln Public Schools. All services provided by LPS employees must be paid through the payroll office.

Contractors from outside Nebraska should be made aware in advance of the tax withholding requirements of Nebraska (see PR0009, item 10). This is not a requirement common to all states.

PR0011
Rev. 4/07

Lincoln Public Schools

Purchasing Department • 5901 O Street • Lincoln NE 68510 • (402) 436-1750 • (Fax) 436-1758

CONSULTANT/SERVICE PROVIDER INVOICE/CONTRACT
(FOR CONTRACTS OF $500 OR LESS)
Purchasing Department
Lincoln Public Schools
(Substitute IRS Form W-9)

SAMPLE ONLY

Name: _____

Address: _____

_____
(Address must include ZIP code)

Services Rendered: _____
(Music for dance, speaker, consultant, magician, dentist, etc.)

Lincoln Public Schools Contact: _____ Location/Department: _____

Date of Services: _____

Amount Due for Services: _____

Amount Due for Expenses: _____
(Original itemized receipts must be attached)

Social Security Number or Tax-Payer ID Number: _____

Organizational Form:
☐ Individual ☐ Sole Proprietorship ☐ Partnership ☐ Corporation ☐ Tax Exempt Organization ☐ LLC

I certify, under penalties of perjury, that this is my correct social security number, and that this is a request for full payment for services rendered as stated above.

Signature: _____ Date: _____

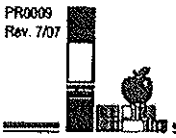
I certify that the person named above has completed the services as stated. Please pay amount shown as payment in full.

District Representative Signature: _____ Date: _____
(Principal/Administrator/Coordinator)

School/Location Name: _____

(Send this completed form along with a properly executed and authorized BA-80 requisition to the Purchasing Office, Box 37.)

PR0009
Rev. 7/07



Lincoln Public Schools

Purchasing Department • 5901 O Street • Lincoln NE 68510 • (402) 436-1750 • (Fax) 436-1758

CONSULTANT/SERVICE PROVIDER AGREEMENT
(CONTRACTS OF MORE THAN $500)
Purchasing Department
Lincoln Public Schools
PH: (402) 436-1750, Fax (402) 436-1758

SAMPLE ONLY

This Agreement, by and between Lincoln Public Schools, Lincoln, NE., hereinafter referred to as the "School District,"

and _____, hereinafter referred to as

the "Consultant/Service Provider", is made and entered into this _____ day of _____, 20_____.

The parties do mutually agree as follows:

1. **TERM:** The term of this Agreement shall commence _____, shall end _____, Unless earlier terminated as provided herein.

2. **SERVICES AND PAYMENT:** In consideration for the sum of $_____, the Consultant/Service Provider shall perform services as follows:

   Payment shall be made following receipt of services. The Consultant/Service Provider must submit a dated, itemized invoice of services tendered to the School District. The Consultant/Service Provider and School District shall agree on the form and content of the invoice. **Invoices must be received in the Accounting Office of Lincoln Public Schools by the first or third Monday of each month to be included in the regular payment cycle on the second and fourth Friday of each month.**

   Any reimbursement for expenses must be pre-approved in writing, included on the invoice and must be supported with copies of the original billing for such expenses. The following reimbursable expenses have been approved:

3. **WORK PRODUCT, COPYRIGHTS, ETC:** All productions, products, materials, copyrights, processes, or similar works created, directed, produced, prepared or obtained by the Consultant/Service Provider in the course of the performance of this Agreement or any Work Order(s) hereunder, shall be the exclusive property of the School District and will be released, if at all, only by and through the School District. The School District retains the right to copyright any materials, creations, productions or similar items or work produced under this agreement or any Work Order(s) hereunder.

4. **CONSULTANT/SERVICE PROVIDER STATUS.** It is mutually agreed and understood that the Consultant/Service Provider and its agents and employees shall at all times and for all purposes be deemed to be an independent contractor and not an employee of the School District. It is specifically agreed that the Consultant/Service Provider

shall be required to complete the contracted services such that the work product is of a high quality, of good value to the School District and is completed when and as specified by contract, but shall not:

(a) be required to work set hours;
(b) be required to comply with instructions or directions of the School District, except as required to provide the contracted services;
(c) be precluded from performing services for other schools or companies;
(d) be entitled to be provided a work space, staff assistance, training, business registration or any required license, or equipment, by the School District; or
(e) be entitled to quit, without having completed all contracted services, or be able to be terminated, without there being a contract default as provided herein.

5. **EQUAL OPPORTUNITY:** Lincoln Public Schools is an equal opportunity employer and actively recruits a well-qualified and diverse staff including minority applicants as well as Historically Underutilized Businesses (HUB), and does not discriminate against any employee or applicant for employment, and/or any contractor or subcontractor by reason of race, color, national origin, religion, marital status, sex, age, disability or sexual orientation. Contractor agrees to actively continue and implement this policy throughout the contract period and to require implementation of this policy by any subcontractors and/or agents involved by the Contractor in the performance of the contract.

6. **EXCLUSION OF PERSONS WITH CRIMINAL RECORDS:** Lincoln Public Schools requires that firms agree to not assign any individual or agent to any work on an awarded project, requiring work on a LPS school site, with a criminal record of a serious nature as defined by LPS policy, regulations, practices or directives, including but not limited to any of the following:

   (a) a felony; (b) rape, including statutory rape, or any other sexual assault; (c) sexual conduct with a minor of any kind; (d) abuse of a minor or child of any kind; (e) endangerment of a child or debauching a minor; (f) public indecency; (g) prostitution, pandering, or keeping a place of prostitution; (h) assault or battery (i) kidnapping, false imprisonment or abduction; (j) child pornography; or (k) any offense in which a minor was a victim or a witness. Contractor authorizes and gives consent, and agrees to cooperate in obtaining any additional authorization or consent necessary to assure compliance with this requirement; to actively continue and implement this policy throughout the contract period and to require implementation of this policy by any subcontractors and/or agents involved by the Contractor in the performance of the contract.

7. **INSURANCE AND INDEMNITY, LICENSURE, BACKGROUND CHECKS, ETC:** The Consultant/Service Provider shall provide the School District, if requested, with certificates of insurance coverage naming the School District as an additional insured on the Consultant/Service Provider's general liability insurance. The Consultant/Service Provider further agrees to and does hereby indemnify and hold the School District harmless from any and all liabilities, claims, causes of action, known or unknown, including costs and attorneys' fees, that may arise from the performance or operation of this Agreement by the Consultant/Service Provider, or its agents and employees.

   The Consultant/Service Provider understands and agrees that at the end of the appropriate calendar year, the School District may issue a Federal Form 1099, or such other appropriate form, for the amount paid to the Consultant/Service Provider. The Consultant/Service Provider agrees to pay or reimburse the District, and to indemnify and hold the School District harmless, from any and all amounts, sums, claims, demands or payments which the Consultant/Service Provider or the School District is notified it must or is otherwise called upon to pay the federal government or the State of Nebraska, or any other governmental authority, including sums required to be repaid under any retirement program and including sums which should have been withheld from or contributed in relation to the amounts paid the Consultant/Service Provider (i.e., state or federal withholding or retirement contributions, FICA, and/or withholding contributions), including employer and employee share, and any penalties or interest.

   Consultant/Service Provider warrants and represents that it and all of its agents and employees at all times hereunder shall have all proper licensure as may be required by law to perform the services pursuant to this Agreement or under any Work Order. Consultant/Service Provider must execute the attached Personal Disclosure Statement and Background Check Authorization.

SAMPLE

8. **NONDISCRIMINATION:** The Consultant/Service Provider agrees that it shall not discriminate against any person in the performance of work under this Agreement because of race, religion, color, sex, age, marital status, or disability unrelated to such person's ability to engage in the particular work.

9. **ASSIGNMENT AND DELEGATION:** This Agreement and the duties may be delegated and the contract assigned by the Consultant/Service Provider with the prior written consent of the School District.

10. **TAX WITHHOLDING:** It is understood that the above-named person or entity performing the services is either a self-employed person or an independent contractor and, as such is wholly responsible for compliance with all federal and state laws, regulations, taxes, returns and other obligations.

    Non-Nebraska Residents: A non-resident who performs personal services within Nebraska may be subject to Nebraska withholding. Per Nebraska law, "Withholding is required when those engaged in business in Nebraska make a payment or payments to the same individual, partnership, or corporation in excess of $600." Payments totaling less than $28,000, after allowance for certain expenses, are withheld at 4 percent. Payments of $28,000 or more after expenses are withheld at 6 percent.

11. **AMENDMENTS:** The parties agree that no changes, additions, or modifications to this Agreement may be made except by a written addendum signed by both parties.

12. **TERMINATION:** This Agreement and any Work Orders may be terminated by either party without cause at any time upon two (2) weeks written notice to the other party.

13. **INTERPRETATION:** This Agreement shall be interpreted in accordance with the laws of the State of Nebraska and shall further be deemed to have been entered into the State of Nebraska.

Social Security Number or Tax-Payer ID Number: _____

Organizational Form:					
❑ Individual	❑ Sole Proprietorship	❑ Partnership	❑ Corporation	❑ Tax Exempt Organization	❑ LLC

UNDER PENALTY OF PERJURY, I certify that the number shown above is the number I want to be used for tax reporting purposes.

IN WITNESS WHEREOF, the parties hereto have entered into this Agreement, to be effective as of the date of its signing.

SAMPLE ONLY

_____	_____
Consultant/Service Provider	Associate Superintendent for Business Affairs Lincoln Public Schools
Date	Date

PR0010
Rev. 4/07

Lincoln Public Schools

Purchasing Department • 5901 O Street • Lincoln NE 68510 • (402) 436-1750 • (Fax) 436-1758

CONSULTANT/SERVICE PROVIDER INVOICE
(FOR CONTRACTS OF MORE THAN $500)
Purchasing Department
Lincoln Public Schools
(Substitute IRS Form W-9)

SAMPLE ONLY

Name: _____

Address: _____

_____
(Address must include ZIP code)

Services Rendered: _____
(Per Agreement)

Lincoln Public Schools Contact: _____ Location/Department: _____

Date of Services: _____

Amount Due for Services: _____

Amount Due for Expenses: _____
(Original/Itemized receipts must be attached)

Social Security Number or Tax-Payer ID Number: _____

Organizational Form:
☐ Individual ☐ Sole Proprietorship ☐ Partnership ☐ Corporation ☐ Tax Exempt Organization ☐ LLC

I certify, under penalties of perjury, that the number shown above is the number I want to be used for tax reporting purposes, and that this is a request for full payment for services rendered as stated above.

Signature: _____ Date: _____

I certify that the person named above has completed the services as stated. Please pay amount shown as payment in full.

District Representative Signature: _____
(Principal/Administrator/Coordinator)

Date: _____

School/Location Name: _____

Send this completed form, PRIOR TO RECEIPT OF SERVICE, along with a properly executed and authorized BA-80 requisition to the Purchasing Office, Box 37.

Send a copy of this invoice (signed by LPS administrator) to LPS Accounts Payable, Box 2 AFTER SERVICE IS RECEIVED.

Formal Variance Form

This form shall be submitted only after ProCom has indicated the process may continue and when the site believes it has met all the criteria indicated. If the Professional Committee determines the basic requirements have been met, a ratification election will be authorized.

Directions: Your proposal shall address the following basic requirements:

1. Proposals are consistent with the belief statement (see below).
2. Proposals shall describe improvement to be implemented.
3. Sites must demonstrate that (external and internal) impacted groups have participated in developing the plan.
4. Sites must demonstrate that the community has been informed of the process and how to participate.
5. Proposals shall provide evidence of how student learning will be improved.
6. Proposals shall describe an evaluation/revision plan.
7. Proposals shall include a timeline identifying the duration of the variance. The evaluation and revision plan will be of primary importance in securing a renewal of the variance.
8. Proposals shall identify needed resources. Any budgetary impact shall be indicated.
9. Plans should be developed within existing resources when possible.
10. Plans shall identify any additional resources needed within the budgetary timelines identified by the LPS Board.
11. Plans shall identify timelines for implementation.
12. In the event the proposal requires a contract variance, the ratification guidelines must be met (See 1-5 below).
13. When appropriate, plans should address ways for staff to opt out of participation or secure a transfer to another site.

Contract Variance Ratification Guidelines

Before a ratification vote can be held, the Building Administrator and LEA Faculty Representative shall be in agreement that the plan has met all the concerns raised by ProCom and is ready for implementation if it is approved. Proceeding with a ratification vote is an acknowledgment by all concerned parties that they will abide by the outcome of the ballot. The Building Administration and Faculty Representative must be in agreement as to the group who participates in the ratification vote. **The scope of the electorate and the ballot language must be approved by ProCom prior to the ratification vote taking place.** The ratification vote shall be conducted under the following procedures and guidelines:

1. Written proposal available to all staff 2 weeks prior to the ratification vote.
2. Secret ballot with a YES/NO vote prepared (Approved by ProCom).
3. If the proposal provides a way to opt out of participation, the variance must be approved by a vote of 50% plus one of personnel voting.
4. If the proposal does not provide a way to opt out of participation, the variance must be approved by a vote of 85% of the personnel voting.
5. Faculty Representatives and Principals will certify the results of the ratification vote and forward them to ProCom.

Proposals that fail to meet any of the criteria indicated on this form will be denied. Final approval of the plan comes from ProCom.

A Statement of Beliefs

In Lincoln we believe all decisions and actions should support students and their learning.

- Decisions about teaching and learning, and the conditions that support these, should be made by those closest to the students, classrooms, schools and community.
- School improvement is best sustained when all components of the school district are working together.
- Consensus through collaboration is the preferred process for making decisions.
- We are committed to the maintenance and enhancement of high quality public education for all students.

To these ends we are committed to:

- Creating a framework for shared decision making.
- Joint training and facilitation of building level teams making decisions which support students and their learning.
- Removal of barriers to school improvement.

Lincoln Public Schools
Report of the External Visitation Team
February 11-13, 2009

Submitted by: Larry L. Dlugosh, External Team Chair

Evidence of School Improvement:

Each school visited presented evidence to members of the External Team about their school improvement goals and successes via posters, Powerpoint presentations, and teacher or administrator dialogue. In each school, those who mattered most; students, teachers, administrators, staff, and parents could and did articulate the vision of the school and the school district for improving student achievement. Based on the data presented, observations by the External team members, and reports supplied by schools and the school district, the External Visitation Team recommends continued accreditation for the Lincoln Public Schools.

Introductory Remarks:

Forty-four educators volunteered to serve as part of the Lincoln Public Schools External Visitation Team. The team was composed of 22 educators from school districts outside of Lincoln who partnered with 22 Lincoln Public School teachers and administrators. A similar format was used for the External Team visit in 2005. (Names and assignments for Team members are found in Appendix A.)

The staffing of the school visitations with Lincoln Public School educators allows LPS teachers and administrators to visit schools they otherwise might not have an opportunity to visit, to observe and learn about instructional practices in schools other than their own, and to provide the external team member a touch point when they have questions about Lincoln Public Schools. LPS teachers and administrators appreciate the opportunity to develop their professional skills by providing crucial feedback to colleagues.

An orientation meeting for all members of the External Team was held on the evening of March 11, 2009. During the orientation, Dr. Marilyn Moore, Associate Superintendent for Instruction and Dr. Vernon Fisher, Director of School Improvement, provided team members with data about the Lincoln Public Schools and changes in the community and school system that occurred since the 2005 visit. They also discussed, in detail, the recommendations made by the 2005 External Visitation Team and outlined how the recommendations were used to improve student achievement and instructional quality.

Following the orientation, team members met with the principals from each of the two building they would visit on the next day and had an opportunity, over dinner, to ask questions and become better acquainted with each school and the school improvement goals the teachers and administrators developed. Several members of the Board of

Education attended the dinner and met with team members to address questions and provide input into the process.

The visit was scheduled to be a two and one-half day event as per the following agenda:

Wednesday, February 11th (Room E111)

Lincoln Public Schools District Office. 5901 O Street

4:30 – 5:00	Welcome	Dr. Moore Associate Superintendent for Instruction
5:00 – 6:30	Orientation	Dr. Larry Dlugosh, External Chair Dr. Vernon Fisher, Director of School Improvement
6:30 – 8:00	Dinner	Team members will have an opportunity to talk with building principals and directors

Thursday, February 12th (School Visits)

8:00 – 11:30	First School Visit
12:30 – 4:00	Second School Visit

Dr. Dlugosh and Dr. Fisher will be available from 3:30 until 4:30 to answer questions from visiting team members

Friday, February 13th (Writing and Prepare the Exit Report)

Lincoln Public Schools District Office. 5901 O Street

8:00 – 8:30	Meet with Dr. Dlugosh (Room E111)
8:30 – 12:00	Write Reports (W115A and W115B)
2:30	Exit Report (Room E102)

Nature implemented an event that led us to cancel the meetings and Exit Report on Friday, February 13, although ten External Team members did report to LPSDO at 8:00 A.M. for a two-hour debriefing session. School was closed in Lincoln on February 13 due to a snow storm.

The External Visitation Team expressed its thanks to The Lincoln Public Schools Board of Education, Dr. Susan Gourley, Superintendent, Dr. Marilyn Moore, Dr. Vernon Fisher, Ms. Destiny Kucera, and all other LPS staff, teachers, and administrators who provided leadership for the visit.

Strengths, Successes, and Accomplishments:

First, Lincoln Public School personnel clearly demonstrated they had paid attention to the recommendations of the 2005 External Visitation Team by providing data that indicated the changes made and successes experienced through the implementation of the recommendations. Each major recommendation from the 2005 visit was noted as were the results achieved by the school district in their implementation of strategies to the address the recommendations. One of the recommendations at the 2005 visit was to work to include parents as active partners to improve student achievement. In 2009 it was

obvious that the recommendation had been taken seriously. Evidence was presented at each school site to substantiate the involvement of parents and community.

Next, the alignment of district and building goals, curriculum, and instructional strategies was very apparent; from the policy level to the classroom level. Team members commented that there was a clear understanding of district goals, building goals, and instructional interventions by building staff and administrators.

Teachers and administrators used district and building level data to address instructional issues as they targeted improvement goals. The building level teams provided data to indicate the success of interventions as they had been applied to school improvement goals. Teachers and administrators at each building provided Visiting Team members with detailed information about instructional interventions, data to support the impact of the intervention, and plans for ways to continue to improve student performance. Administrators, teachers and staff are well aware of interventions that have proven successful at the building, classroom and individual student level. The External Team heard and observed evidence to support the fact that teachers are using interventions wisely to help children achieve academic success.

Next, the implementation of professional learning communities and the success of PLC's demonstrated at the building level was impressive. It was observed that teachers and administrators dedicated time and energy to the build successful professional learning communities in the vast majority of the buildings visited by the External Team. While the activities and focus of the professional learning communities varied from school to school to school, the External Team noted the enthusiasm of LPS educators for the opportunity to meet as grade level and building level teams to discuss instruction and student achievement. Forty four buildings were visited by the External Team and nearly all team members commented about the level of support for professional learning communities among LPS teachers and administrators. In two or three schools, the PLC's were being implemented but it was too soon to address the success of the effort.

One of the most impressive parts of the visit focused on something that was not heard; anywhere. Lincoln Public Schools has a diverse student population with nearly 39% of students meeting the federal guidelines for poverty. Visiting Team members did not hear poverty, social class, race, or family status mentioned as a reason for poor student performance. What they did hear was a commitment to increase student achievement in each of the schools visited. Teachers and administrators were clear in their discussions with members of the Visiting Team that they worked with the students in their schools in a way that was directed at improving the academic achievement of each child. The team actually observed examples of interventions aimed to assist a single student to meet his or her achievement goals.

Finally, there was a shared perception that commitment to students exists at all levels in this district --- leadership promotes high levels of student performance and school effectiveness and teachers focus on providing engaging instructional experiences that challenge each student to achieve.

Recommendations:

The individual school reports contain recommendations that are specific to each of the schools that were visited. Some common themes for the district to consider emerged from the individual school reports; They are:

1. The team recommends continued expansion of the district's support of professional learning communities (PLC's) with additional time for conducting meetings at least two times per month. It is the opinion of the External Team that once a month is too infrequent and may detract from the continuity of the PLC. More frequent meetings also provide for better analysis and timely feedback for the improvement of individual instruction and assessment.

2. The team recommends increased support of the building's leadership in staying current with curriculum, instructional methodologies, and assessment/data analysis. In order for administration to be leaders of learning, they must have a comprehensive understanding such areas. It is the observation of this external team member that much of the success of this school is due to the principals and teacher leaders at the building level.

3. Create and index specific interventions that can be used consistently with students. For example, if a student needs assistance with reading fluency, Quick Reads would be an appropriate option.

4. The district is encouraged to continue to expand technology resources for teachers and for students. Provision of up to date technology (hardware and software) is a large expense, however, with the mountain of data teachers have available and the numerous interventions that exist in the district, teachers need continuous access to DocuShare and other computer-based resources.

5. School culture is crucial to student success, teacher retention, and parent satisfaction with the education their child receives. Team members observed a school culture centered on student achievement, student success, and learning for the community. The individual buildings were focused on helping students achieve success regardless of their background or circumstances in life. Team members applauded the positive school culture that is evident among the schools that were visited and encourage all educators to continue to nurture it.

6. Evidence collected by the External Team suggested an increased commitment to collaboration among faculty and administration regarding school improvement. In a majority of schools the collaboration for school improvement had moved into the neighborhoods and with parents. In a few schools the inclusion of all people who could make a difference in the improvement of student successes was just beginning and needs to be encouraged.

7. In almost every school, teachers and administrators had prepared posters to help visiting team members understand where they had begun the school improvement journey and the distance they had come to date. In some cases the posters charted growth at each grade level. In other cases, the building school improvements were charted collectively. The External Team recommends every grade level engage in the practice of preparing a report that reflects growth in student achievement on an annual basis if possible. The information was valuable for the visiting team, those who worked in the school, and for the community at large.

On behalf of the Forty-four member team, I wish to thank the Lincoln Public Schools for a well organized and focused presentation of the school improvements that have been made during the last four years. It was obvious that schools were eager to provide information supported by data to demonstrate the work they are doing. Team members were complimentary about the observations they made and were impressed with the dedication of teachers, administrators, the Board of Education and the neighborhood schools as they improve schools and the success of students in Lincoln, Nebraska.

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	Transform-ation
Elliott Elementary	x						x
Belmont Elementary			x				
Everett Elementary			x				
Prescott Elementary			x				
Saratoga Elementary			x				
West Lincoln Elem.			x				
Culler Middle School			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.

NOT APPLICABLE TO THE SCHOOLS INCLUDED IN THIS APPLICATION

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.

District Associate Superintendent of Instruction, multiple Directors in the Division along with Curriculum Specialists have provided support to each building in their analysis of need and selection of a Transformation Model of Intervention for Elliott Elementary—Tier III and instructional strategies and professional development that will support, enhance, expand and extend the current School-wide and Accountability Plans on file for the Tier III eligible schools listed above. The process has included identification of available data and support in making this data available for the building school improvement teams to use in their own analysis in identifying the needs of their students and their staff. The district personnel have organized and facilitated this process and provided guidance in their inquiry to dig deeper into the information to fully understand what it was telling them.

The North Central/Rule 10 accreditation External Visitation Team report for each building along with the Leadership and Learning Implementation Audit report have been reviewed as well as the school-wide plans, accountability plans, and the individual building academic and behavior data have been part of the data analysis to assist the district and the buildings in identifying the needs for improvement. These reports are included in the appendix of this grant application. The specific individual student and staff data has not been included to protect the individuals. However, the SOSR and other required data is attached as appropriate.

Once the needs were identified, specific to the four key elements included in this application, the district leadership provided information and a process to match researched strategies and models that would provide the best match for the needs identified at the building level. From these identified matches, a process was implemented to identify the resources needed to fully implement and sustain these strategies along with the costs and timeline for implementation.

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

With the principal appraisal system implemented during this school year and the teacher appraisal system ready to be field test in 2010-11, it is expected that the school district has the capacity to bring this project to scale and fully implement the four components. The school district has a strong working relationship with the University of Nebraska-Lincoln in various capacities and this will be strengthened through this work. Doane College has also been an outstanding partner with the district and looks forward to strengthening their program offerings as well as the graduates that teach in LPS.

The capacity of the district to provide the support of full implementation of the goals and objectives is reasonable and the leadership included in this application budget as well as the current teachers, principals, district leadership along with parents and community members are committed to reaching the highest level of achievement for all students enrolled across the district. The strategies and programs proposed as a system wide change is supported by the stakeholders that are directly affected by the implementation of the project and have been involved in the development of the proposal through forums, surveys and participants of the project development directly.

The complications are readily seen in any effort to develop a comprehensive, multifaceted, and integrated system of change. Such an approach involves much more than linking a few elements together to cause minor changes to some of the people that support some of the students, teachers and principals in the district. Major systematic

changes are required to develop and evolve formal and institutionalized sharing of a wide spectrum of responsibilities and resources. Doing so requires a vision, cohesive policies, and basic systemic reforms.

Capacity building strategies help combine people and place approaches into a new integrated coherent system. Savvy, experienced leadership is key to help the organization select projects they can succeed with. Capacity building sorts through opportunities and sets priorities for new activities. Experience in the institution is critical in developing the personal bonds and range of supports that will enable the long-time goals to be reached. Long-term change requires strong local organizations with staying power, planning, learning and management capacity. To assure a strong integrated system requires development of staff capacity, management information systems, and expanded program expertise, and a talent for the collaborative relationships they have developed with one another.

As Jim Collins discusses in his book Good to Great as the Hedgehog concept to be great systems need to take time to implement change with the right people on the bus in the right roles and responsibilities. **Capacity building in this relationship has the experienced leadership with a common vision and mission.** The high level leadership is respected and knows how to build on assets and involve teachers and principals from the beginning. The leadership has experience in working together demonstrating staying power. LPS has received multiple awards for the strong working relationship between and among teacher and administrative groups supported by a school board that remains constant in their vision to the highest quality of education for all students in our community. The members of the district are committed to planning the details necessary for integrated services and in providing all persons the necessary training to assist them in gaining a strong understanding of the reform effort and the implementation of the new service delivery efforts.

It is clear that community building is not a "model" that can be "replicated" but a set of values and principles that must be nurtured and encouraged. Five pillars of community-building that are critical are: leadership, patience, high but realistic expectations, community-wide capacity building, and courage and candor. To make

progress on these five pillars it is clear that community building comes down to capacity building, the effort to help stakeholders gain the skills needed to work in this new way. Capacity building needs better data capacity and information systems. Staff needs to be trained in community building: to collaborate, to be partners with families, to spot and support existing personal relationships and community institutions that will encourage and sustain community change. The skills they need include how to build a collaborative process, how do you build leadership across communities, how do you develop consensus, how do you negotiate and mediate and manage conflict. Opportunities for self-reflection and mid-course correction are included in the building of capacity through the technical assistance and consultation model in this grant.

An integrated critical mass of resources and strategies to enhance caring communities that support all youth and families will enable success at school. Strong family-school-community connections are critical to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Professionals as well as parents need to have full knowledge of an uncomplicated system built on a solid education system that is fully accessible to all people from all cultural and linguistic backgrounds. Technical assistance and consultation will be provided to individual building teams to more clearly identify effectiveness and implementation of the appraisal system, supported through a strategic professional development model to support individuals in their growth—both teachers and students.

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

The district is applying for the one Tier I eligible school in the district.

B.4. *ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The*

Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

EXTERNAL ASSISTANCE:

1. Leadership and Learning Institute led by Dr. Douglas Reeves

The Leadership and Learning Center provides world-class professional development services, cutting-edge research, and innovative solutions for educators and school leaders who serve students from pre-kindergarten through college. The Center has worked in all fifty states and every Canadian province, as well as Europe, Africa, Asia, South America, and the Middle East. The Center works with public school systems, as well as religious and secular independent schools, charter schools, community colleges, technical schools, universities, state departments of education, national ministries of education, and international education associations. Center Professional Development Associates are experienced superintendents, principals, administrators, and educators who provide comprehensive practices for clients in the area of standards, assessment, instruction, accountability, data analysis, and leadership.

They are distinguished from other professional development and publishing organizations by bridging the critical gap from knowledge to action by ensuring real-world implementation. The focus is not merely to provide information, but to deliver extraordinary performance through extraordinary learning.

As global leaders in enhancing student achievement, the focus is on three goals: innovation, service, and growth. The innovations in teaching and leadership strategies help every student succeed. The bottom line is that extraordinary learning empowers people and transforms lives.

The Center, founded and led by Dr. Douglas B. Reeves, continues to be a pioneer in helping increase student achievement in the most challenging schools and educational systems. Educators around the world particularly know the work in high-poverty, high-minority schools, and ground-breaking work in 90/90/90 schools (90% poverty, 90% minority, and 90% of students meeting or exceeding standards).

The Leadership and Learning Center consultant team have completed a district-wide audit with building level reports identifying what is working and what needs to be changed, discontinued or implemented. The district and building school improvement teams have studied these and have identified additional support that would assist in moving these recommendations forward.

The Leadership and Learning Center specializes in **professional development** in leadership, effective teaching strategies, data analysis, and standards-based assessment. They provide seminars specifically adapted for the needs of second language and special education students. The Center publishes resources including books, videos, audio books, posters, and other tools for teachers, leaders, and parents. Some of the Center's most well known publications include *Making Standards Work*, by Douglas Reeves, *Power Standards* by Larry Ainsworth, *Show Me The Proof!* by Stephen White, and the *Write to Know* Series. The focus on the support from this group will include the development of accountability systems, creation of formative building level assessment systems, coaching, and individualized services designed to meet the unique needs of each school as well as the district needs.

2. Solution Tree: Professional Learning Communities at Work with Richard and Rebecca DuFour

Solution Tree is a leading provider of educational strategies and tools that improve staff and student performance. For more than 20 years, Solution Tree resources have helped K–12 teachers and administrators create schools where all children succeed. They address a range of crucial school improvement topics, from building professional learning communities to developing effective leadership strategies and using formative assessments and innovative grading practices to ensure every student achieves.

The district received feedback from the Leadership and Learning Center Implementation Audit reports along with the North Central External Report recommending that the district continue to fully implement professional learning communities. The buildings identified in this application have implemented professional learning communities at various levels of depth and continue to require embedded professional development to bring them to full implementation.

Richard DuFour, EdD, was a public school educator for 34 years, serving as a teacher, principal, and superintendent. He served as the principal of Adlai Stevenson High School in Lincolnshire, Illinois, from 1983 to 1991 and as superintendent of the district from 1991 to 2002. During his tenure, Stevenson became what the United States Department of Education (USDE) has described as "the most recognized and celebrated school in America." It is one of three schools in the nation to win the USDE Blue Ribbon Award on four occasions and one of the first comprehensive schools designated a New America High School by USDE as a model of successful school reform. Stevenson has been repeatedly cited in the popular press as one of America's best schools and referenced in professional literature as an exemplar of best practices in education.

Rebecca DuFour has served as a teacher, school administrator, and central office coordinator. As a former elementary principal, Becky helped her school earn state and national recognition as a model professional learning community. She is one of the featured principals in the *Video Journal of Education* program "Leadership in an Age of Standards and High Stakes" (2001). She is also the lead consultant and featured principal for the *Video Journal of Education* program "Elementary Principals as Leaders of Learning" (2003). Becky is coauthor of many books and video series on the topic of professional learning communities.

3. Dr. Raymond D. Terrell and colleagues

The district has identified the need to bring the district to a greater level of proficiency in meeting the needs of students from diverse backgrounds. The schools supported through this grant application have some of the most culturally and linguistically diverse student populations in LPS as well as the greatest percentage of students per building receiving special education.

The district leadership has embarked on a year-long study with guidance and facilitation from the Regional Equity Center in Kansas City (Dr. Katherine Sprott) in consultation with Dr. Raymond Terrell. Through this work, a cultural proficiency work plan is being finalized. When this work plan is completed, support will be needed for

these schools to implement and have time to study what they need to do to reach a deeper level of cultural proficiency.

At this point in time we have not identified one specific consultant or group to assist with this difficult but necessary work to assist in closing the achievement gap but would recommend that we use the services of the following three consultants or persons whom they recommend:

- Raymond Terrell is the Assistant Dean for Research and Diversity and a professor in the Department of Educational Leadership at Miami University in Oxford, Ohio. He has previously served as an English teacher, elementary principal, and assistant superintendent in Ohio public schools. His higher education career found him serving in the department of Educational Administration at Texas A & M University and at California State University Los Angeles where he also served as Dean of the School of Education. He has over 40 years of professional experience with diversity and equity issues.

- Bonnie M. Davis spent 30 years in the classroom teaching middle and high school students. She is the recipient of several awards, including Teacher of the Year, the Governor's Award for Teaching Excellence, and the ADL's Community Service Award. Davis' area of expertise is "closing the achievement gap" and meeting the requirements of No Child Left Behind (NCLB) by using instructional strategies that meet the needs of ALL children. She is a presenter at the national level. *How to Coach Teachers Who Don't Think Like You* (2007) and *How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies* (2005) were published by Corwin Press. Davis' publications also include *African-American Academic Achievement: Building a Classroom of Excellence* and numerous articles on literacy instruction, including *A Cultural Safari*, a NCTE Paul Farmer Writing Award winner. Davis holds a Ph.D. in English with an emphasis on cultural literacy.

- New Frontier 21 is a team of consultants, led by Dr. Anthony Muhammad, who share common mission and core beliefs. They provide educators with the best

available training to eliminate achievement gap. They host workshops, where educators are trained in practical strategies that enable extraordinary results. New Frontier 21 was founded by Dr. Anthony Muhammad in 2006. Dr. Muhammad observed a void in the field of education in the area of authentic and powerful professional development opportunities for urban and rural educators. As a successful and award-winning teacher and administrator, he wanted to provide real strategies that would empower educators to eliminate the achievement gap.

4. Global Scholar/Pinnacle consultants

GlobalScholar was founded by a group of visionary leaders who share a passion to reshape education. Their mission is to integrate and align all the resources of education – parents, students, tutors, teachers, administrators, and content – to improve efficiency, performance, and educational access both inside and outside the classroom.

As part of the implementation of this data system support (Pinnacle insight Analytics), on-site training will be provided by the company at the district and building level. This will provide leadership and teachers the opportunity to learn how the formative and summative data can support and inform their daily instruction in meeting the individual needs of the students in their classrooms.

5. *Pathwise*

Designed for administrators and teachers of all levels, the *Pathwise* series offers research-based professional development programs that advance professional learning and practice for school leaders and teachers. The programs are built on widely accepted standards that provide a common language for discussing, assessing and improving educator practice. Through workshops, training sessions and collaboration, *Pathwise* addresses critical issues, such as beginning teacher induction, teacher observation and feedback, and school leadership.

Consultants will provide intensive training for teachers and administrators as we fully implement the new teacher and principal appraisal system built around Charlotte Danielson's work.

6. **Individual consultants will be part of each of the individual building models and implementation support. These include:**

A. Tami Heflebower— area of expertise is Formative Assessment –through Marzano Research.

B. Cassie Erkins— areas of expertise include support of the implementation of effective uses of common formative assessments to guide instruction; support the involvement of students in the assessment process; support collaborative efforts to improve student achievement through deepening the implementation of formation assessments for the practitioner; Cassandra Erkens will provide follow-up coaching to all principals and central office administrators— through Solution Tree.

C. Dr. Jim Knight—area of expertise is Developing Instructional Coaches— University of Kansas.

D. Marti Huitt—area of expertise is positive behavioral support systems and disciple models to support the positive behavior in students (BIST)—Ozanam, Inc.

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.

In addition to the district supports identified and described in other sections of this application, the district will provide support that is aligned with the Transformational Model outlined for Elliott Elementary (Tier I) school through:

1. curriculum implementation with fidelity;

2. instructional coaches and professional development;

3. data systems;

4. teacher and principal effectiveness through the implementation of a newly developed appraisal system built on the most current research of Charlotte Danielson; and

5. cultural proficiency training and support.

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 district provides administrative support for flexible decision making within the confines of the teacher agreement that supports systemic reform at the school level. The full outline of the steps in the agreement that support this can be found in the appendix. In addition to the Formal Variance process that Human Resources department is committed to working with the school administrators in recruiting, training and retaining high quality staff with the building administrator has control over who is hired at the building. The district currently employs a budgeting process that is site-based managed through a formula weighted on student needs.

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).

With the intervention model decisions being site-based as well as the budgets and staffing decisions located at the building level, the district is committed to supporting the decisions and implementation of the strategies outlined in the individual applications for each of the seven buildings. This support comes from district leadership and professional development, technology, data systems support as well as direct involved with extended learning, preschool programs, and community resources. These will be tailored to meet the needs of each school just as the staff at each school will work to implement strategies that meet the individual learning needs of each student to reach their highest potential through the highest quality instruction.

B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides

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

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

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

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Not applicable --no high schools are included in this application
College enrollment rate (high schools only)	Measurable increase from the previous year	Not applicable—no high schools are included in this application.

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	Measureable improvement from previous year (or baseline for initial year of grant)	Same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

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

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

Dr. Marilyn Moore—Associate Superintendent for Instruction

Dr. Barb Jacobson—Director of Curriculum and Professional Development

Dr. Bess Scott—Director of Elementary Education

Dr. Anthony Dancer—Director of School Improvement

Lynn Wallasky—Title I Coordinator

Kim Schmidt—Federal Programs Fiscal Specialist

Teresa Justin—Federal Programs Grant Technician

These persons along with additional Directors and Curriculum Specialists will be involved in providing support to the full implementation of the transformation intervention model for Elliott Elementary school and the school improvement activities included in each Action Plan for the Tier III schools.

PART C. DISTRICT BUDGET

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

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

To support ongoing data analysis and evaluation (formative and summative) of the impact of the various activities on increasing student achievement, the Pinnacle Analytics component will be purchased to include professional development on the use of this type of system in identifying the impact or need for change in the strategies for individual student academic growth.

A district professional development program led by district leadership and national consultants as outlined in the external experts of this application will provide support to the buildings in becoming more culturally proficient as they address the achievement gap.

Leadership and Learning Center and Solution Tree with the Professional Learning Communities training will also be integral to the district level support for the schools in this application.

A district Project Manager will be employed to coordinate the district support specific to the individual building plans and needs. This person will work closely with the Director and Supervisor of Federal Programs for the district as well as the other Directors across the district in assuring a coordinated, integrated system of reform is assured.

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

PART D. ASSURANCES

The district assures that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;

(3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

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

PART E. WAIVERS

Check each waiver that the district will implement.

- ❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- ❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

ESEA Section 1003(g) School Improvement Grants (SIG)
Lincoln Public Schools

ELLIOTT ELEMENTARY
Tier I Application
Transformation Model

- Section 2 – School Level Information
- Action Plan
- State of the Schools Reports
- School Profile
- External Accreditation Team Visit Report
- The Leadership and Learning Center Audit

Section 2. SCHOOL LEVEL INFORMATION

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

A.1 Analysis of Need

Profiles: Printed from NDE website for 2007-08 and 2008-09 (following)

Additional Data Needed:
Reporting Metrics for the School Improvement Grants and Student Achievement not captured on the Profile from the State of the Schools Report for 2008-09

1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	**25.7%**
2) Graduation rate	Not applicable
3) College enrollment rate	Not applicable
Leading indicators	
4) Number of minutes within the school year	1,043 hours, or 62,580 minutes
5)Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes	Not applicable
6) Dropout rate	Not applicable
7) Student attendance rate	2009-10: 94.19% K-93.13% 1-94.54% 2-93.69% 3-95.01% 4-94.84% 5-93.81%
8) Discipline incidents (suspensions, expulsions as reported to NDE)	2009-10 Duplicated Count of number of suspensions: 56; unduplicated count: 33. Expulsions: 0
9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	from AS400 NCLB Truant count report: 08-09 Total: 1.090%

	K-1.335% 1-1.446% 2-0.697% 3-0.912% 4-0.925% 5-1.309%
10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	Not collected at this time.
11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	Not collected at this time.

The plan for Elliott Elementary School includes some immediate actions while also creating provisions for creating a long-term transformation. In order to identify specific improvement strategies, a comprehensive needs assessment will be conducted during the 2010-2011 school year. According to Edie L. Holcomb in Asking the Right Questions (2009), it is important to engage the entire school community in collaborative discussions around five key questions: Where are we now? Where do we want to go? How will we get there? How will we know we are there? and How can we keep it going? Holcomb also emphasizes that all staff members must be engaged in this process in order to achieve true cultural change in a school. While some of this work has been done in the past through school improvement planning, there have been some changes in leadership. Elliott is seeking a School Improvement Grant using the Transformation Model in order to make substantial changes that will positively impact student achievement. A comprehensive improvement process will enable the new leadership team at Elliott to gain greater understanding about current practices and needs at the building and to identify specific strategies and to create a comprehensive improvement plan for the duration of the grant. Some pieces improvement plan will begin during the fall of 2010, but all components of the plan will be designed to allow for adjustments based on identified and changing needs of the Elliott staff, students, and community. The ultimate goal of the plan will be to make changes that can be sustained beyond the years of the School Improvement Grant.

(a) Student achievement and Leading Indicators:

Identified areas of need in student achievement:
Reading comprehension
Vocabulary
Math problem solving and conceptual understanding

Data examined for identification of needs:
Elementary report card data (including general education and ELL report cards)
Performance by Elliott grade 3-4-5 students on district CRTs

The Transformation Intervention Model includes several requirements that will help Elliott Elementary to meet these identified needs.

1A, 1B, 1C:

The Principal who led Elliott Elementary School was removed from the school on July 1, 2010. The new principal, Dr. Jadi Miller, has experience transforming school culture. Dr. Miller has most recently served at Everett Elementary School where she led her staff to meet Adequate Yearly Progress for one year in what would have been the school's third year in Needs Improvement. Dr. Miller, in collaboration with district leaders, will work with her staff and these additional resources to transform Elliott's culture and achievement.

The Elliott staff will begin utilizing a new teacher and principal appraisal system that has been developed by a committee of teachers and administrators within Lincoln Public Schools. This appraisal system is based on Charlotte Danielsons' Enhancing Professional Practice: A Framework for Teaching (2007), which features research-proven components of effective instruction including: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. There will be a pilot involving 2-3 teachers during the 2010-11 school year. Multiple formal and informal observations will be conducted throughout the school year by administrators. Teachers will be required to complete documentation of their preparation for formal observations and also formal reflection related to their instructional practices. Administrators and teachers will meet frequently throughout the school year to discuss both instruction and reflections on it. The district will also hold district-wide quarterly meetings to support both administrators and teachers in their efforts to use the new appraisal system. A full implementation with all of the Elliott staff will begin in 2011-12, following a three-day training for all Elliott teachers during Summer 2011. Ongoing support will be provided by district personnel.

Elliott teachers will have multiple opportunities to discuss and reflect on data related to student growth and achievement. This will occur through the use of monthly team meetings that will include all teachers working with a particular grade level of students (classroom teachers, special education teachers, English Language Learner teachers, intervention teachers, etc.). Information will be collected at these meetings and documented by the administrative team. Teachers will also participate in quarterly instructional conferences, which will focus on the progress of students in each classroom and the instructional practices used to address student needs. The data collected at these meetings will be used to guide plans for professional development and changes to instructional strategies throughout the year. At the end of the school year, a final report will be compiled and utilized for planning the following year.

Elliott teachers will be compensated for additional collaboration time in order to meet and reflect on student achievement data both individually and collectively. The teacher

appraisal system will be one of the factors used to consider whether teachers remain employed by Lincoln Public Schools and/or employed at Elliott Elementary School.

1D:

One of the strategies identified by Elliott staff was to increase staff members' access to an instructional coach who could provide ongoing, high quality, and job-embedded feedback and learning opportunities. According to Jim Knight in Instructional Coaching (2007), instructional coaching has been shown to be a more effective professional development model that leads to higher levels of implementation of new practices. Elliott would like to hire two additional instructional coaches for the 2010-2011 school year. The role of these staff members will be to work with the administrative team, the School Improvement Team, and the PLC Leadership Team to identify the greatest instructional needs within the building related to the identified areas of improvement. The instructional coaches will work with groups of teachers or individual teachers, based on need, to address these needs. The instructional coaches will provide professional development at the building level which will be open to all teachers at Elliott. The instructional coaches will also work with individual teachers to identify areas of strength and areas of growth and create individualized growth plans to address those areas of growth. The instructional coaches will provide modeling and feedback to teachers.

Instructional coaches will also work with the administrative team and school leadership teams to identify appropriate professional development opportunities available outside of Elliott Elementary School. The instructional coaches will attend these trainings with Elliott staff members in order to provide ongoing support of new strategies and initiatives at the building level. The instructional coach will provide support for teachers that is connected to the four domains of the teacher appraisal system. Collaboration with district curriculum staff and with a higher education institute will be utilized to design professional development that meets the needs that are identified by the examination of student achievement data and an audit of instructional practices.

In order to insure that the coaching plan works, Jim Knight will conduct two full days of training with Elliott staff each year. During this training, Mr. Knight will guide staff through his coninuum of trianing materials. This information will be critical to the success of Elliott's expanded coaching model. Five staff members will attend national and regional conferences to update the school on best practices in instructional coaching. This information will be infused into the strategic coaching plan set up by administration in collaboration with Elliott staff. Ongoing monitoring and feedback will be gathered and presented to staff at least four times a year. This service will be provided by a consultant selected by the Elliott administration.

In addition to coaching, high quality professional development will be provided through a train the trainer model. Based on ongoing needs, Elliott staff will be sent to regional and national conferences to bring and embed the best practices in common formative assessment and effective instruction. Teachers that attend conferences will be expected to work through their PLC teams to extend professional development to the entire building.

2A:

A comprehensive needs assessment will be conducted during the 2010-2011 school year to determine if the current instructional program is meeting the academic needs of the students enrolled at Elliott Elementary. District curriculum experts will be involved in this process. The purpose of the needs assessment will be to determine the level of alignment of the curriculum used at Elliott to the district curriculum and standards and recommended instructional strategies. The first priority will be to ensure that the Tier I, or basic instruction is provided for all students and meets district guidelines before any additional programs or interventions are added. The data will be used to determine which intervention or supplementary instruction may be pursued to meet the needs of Elliott students.

2B:

Elliott staff members will be piloting and ultimately implementing the use of a data analysis system purchased by the district. This system will provide current data about student performance for all of their students and will assist them in using data to make instructional adjustments in a timely fashion. The data analysis system will also provide leadership teams with relevant and current data in order to support the efforts of teams to make those instructional adjustments. The data will include formative assessments that are created by the district and/or created by individual teachers and teams at Elliott Elementary. Data will be analyzed throughout the school year and will also be compiled at the end of each school year to guide future planning efforts. Equipment and/or supplies will be purchased in order to provide access to the relevant data for all stakeholders.

2A:

Elliott Elementary will utilize some grant funds to support a schoolwide Response to Intervention model that will provide additional academic support to students who are identified as not meeting grade level expectations. The interventions will be designed to supplement academic instruction and to address the specific academic needs that are identified. Currently, the school district supports a paraeducator that works 3.5 hours per day to provide academic interventions. These grant funds will be used to hire additional certificated staff to provide academic intervention to students in any grade level that may need it. The hiring of three certificated staff will also allow intervention staff to meet and collaborate with classroom teachers in order to make sure that the interventions are tightly connected with classroom instruction. Intervention staff members will participate in schoolwide professional development and collaboration opportunities.

(b) Programs/Services Profile:

Identified areas of need:
Extending learning time
Providing more opportunities for parent engagement

Coordination of existing community partnerships and programs

The Transformation Intervention Model includes several requirements that will help Elliott Elementary to meet these identified needs.

1C, 3A, 3B:

Increasing learning time, according to USDE guidance, would be to use a longer school day to include additional time for a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example physical education, service learning, and experiential and work-based learning opportunities; and c) teachers to collaborate, plan, and engage in professional development within and across grade levels and subjects. Elliott Elementary plans to offer increased learning time in each of these three areas.

Teachers and staff members at Elliott will be compensated for additional collaborative time and professional development that takes place outside of the current contract time. The purpose of this time will be to facilitate collaboration around addressing identified student achievement needs and engaging teachers in vertical collaboration across grade levels and teams. Professional development time will be designed to address teacher learning needs that are identified by school and district leaders. The professional development may be provided by in district or outside of district experts. The instructional coaches and administrative team will provide ongoing support of the professional learning time.

Learning time will also be increased for students as well. Elliott Elementary currently has a Community Learning Center (CLC) project through a 21st Century Community Learning Center grant and a partnership with the YMCA of Lincoln. Additional funds will be used to hire and train staff members in the CLC to provide academic learning opportunities during before and after school time, based on a needs assessment that will determine the areas of highest priority and need. Funds will also be used to support the sharing of information between teachers and CLC staff to ensure that the learning opportunities are strongly connected to the core curriculum. Learning time will also be extended through a comprehensive summer learning program that provides instruction in both the core academic areas and other subjects as well. Two mobile computer labs will be purchased for use during extended learning time and family literacy programming. This summer learning program will be developed based on examination of student achievement data and designed to meet the identified needs. The summer learning gap has been well documented by John Hopkins University researchers.

Summer Learning Gap

"Prior research has demonstrated that summer learning rooted in family and community influences widens the achievement gap across social lines...We examine the long-term

educational consequences of summer learning differences by family socioeconomic level...We find that cumulative achievement gains over the first nine years of children's schooling mainly reflect school-year learning, whereas the high socio-economic status-low socio-economic status achievement gap at 9th grade mainly traces to differential summer learning over the elementary years. These early out-of-school summer learning differences in turn, substantially account for achievement-related differences by family socio-economic status in high school track placements (college preparatory or not), high school noncompletion, and four-year college attendance."

(Lasting Consequences of the Summer Learning Gap, American Sociological Review, 2007, April)

As stated in the John Hopkins University research, Lasting Consequences of the Summer Learning Gap, implementing effective summer learning programs for elementary students will affect their high school placements in college preparatory classes, high school dropout rate, and four-year college attendance."

Elliott currently offers a number of ways for parents to be engaged in the school and to participate in decisions related to its programming. These programs would be expanded to allow more parents to participate. Elliott is a site for the Toyota Family Literacy Program. This program provides English classes for parents at school along with parenting classes and the opportunity for parents to spend time in their child's classroom. In accordance with the provisions of the grant, the program is currently available only to parents for whom English is not the primary language. Additional funds would allow Elliott to create a similar program for parents with low literacy skills. The adult education courses would be designed to help Elliott parents earn a GDE or other relevant education in order for them to better access employment opportunities. Elliott also participates in the Parent Information Resource Center (PIRC) which establishes a structure for parent engagement and a system of providing resources that parents need in order to support the learning of their children. Funds would be used to expand this program and involve more parents in it.

Elliott Elementary is also fortunate to have partnerships with a variety of community organizations and agencies to provide support to meet the academic and social needs of students. It is important that these many resources be coordinated in order to make sure that information is available to all staff and families and that the resources are being used effectively. Funds will be used to support the coordination of these resources and a thorough examination of what needs these programs are currently meeting and what adjustments may be necessary.

(c) Staff Profile:

Identified areas of need:
Increase percentage of teachers with higher education
Provide ongoing professional development linked to student achievement and teacher appraisal domains

The Transformation Intervention Model includes several requirements that will help Elliott Elementary to meet these identified needs.

1B, 1D, 1E:

Elliott Elementary will begin by piloting the new Lincoln Public Schools teacher and administrator appraisal system during the 2010-2011 school year and then will move to full implementation after that. The new teacher and principal appraisal system has been developed by a committee of teachers and administrators within Lincoln Public Schools. This appraisal system will include feedback about a variety of research-proven components of effective instruction, Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Multiple formal and informal observations will be conducted throughout the school year by administrators. Teachers will be required to complete documentation of their preparation for formal observations and also formal reflection related to their instructional practices. Administrators and teachers will meet frequently throughout the school year to discuss both instruction and reflections on it.

Elliott will also offer ongoing professional development for all staff members. According to Joyce and Showers in Student Achievement Through Staff Development (2002), four conditions must be present if staff development is going to significantly impact student learning: 1) A community of professionals comes together who study together, put into practice what they are learning, and share the results. 2) The content of staff development develops around curricular and instructional strategies selected because they have a high probability of affecting student learning. 3) The magnitude of change generated is sufficient that the students' gain in knowledge and skill is palpable. 4) The processes of staff development enable educators to develop the skill to implement what they are learning. Elliott will use the expertise of many different educators, including the instructional coaches, district curriculum specialists, district administration, and external consultants, to identify the curricular and instructional strategies that will generate the greatest gains in student achievement. The employment of two on-site instructional coaches will help facilitate ongoing learning and practice for all Elliott staff.

Currently, a small percentage of Elliott Elementary teachers have obtained an advanced degree. That percentage, 19.5%, is below both the district average (42.1%) and the state average (42.4%). The Elliott teaching staff is also less experienced than other elementary schools, with the average years of experience at 8.5 compared with 15.6 in the district and 15.2 in the state. Based on this data and on the need to provide a high quality transformation program, higher education courses will be provided to Elliott teachers through a partnership with the University of Nebraska-Lincoln. These courses will be specially selected to provide teachers with relevant coursework in formative assessment, instructional leadership, instructional practices, collaboration, sustained school improvement, and data analysis. Funds will be used to pay tuition costs for 30 teachers who agree to teach at Elliott Elementary for a pre-determined amount of time. The

courses will be taught by University staff and coordination of ongoing support will be provided by Elliott's instructional coaches.

(d) Curriculum/Instructional Practices Profile:

Identified areas of need:
Alignment of curriculum to district standards
Vertical alignment of instructional strategies
Use of formative and summative assessment data

The Transformation Intervention Model includes several requirements that will help Elliott Elementary to meet these identified needs.

1D, 1E, 2A, 2B:

In order to learn more about the curriculum and instructional practices at Elliott, a comprehensive needs assessment will be completed starting in the 2010-11 school year. This needs assessment will involve the building leadership and will also include members of the district curriculum department. The purpose of the needs assessment will be to determine the level of alignment of the curriculum used at Elliott to the district curriculum and standards and recommended instructional strategies. This data will help determine what types of professional development may be offered at Elliott, as the first priority will be to ensure that the Tier I, or basic instruction provided for all students, meets district guidelines before any additional programs or interventions are added. We must go beyond providing access to a guaranteed and viable curriculum. We must assure that each and every student is learning the guaranteed and viable curriculum.

Increasing collaboration time has been identified as a priority in the Elliott plan for improvement. This collaboration time will include opportunities for teachers to work in vertical teams as well. This time will be structured to make sure that there is vertical alignment of both the curriculum and of the instructional strategies that are being used in each grade level. Teachers will be compensated for additional time spent in collaboration outside of contract time.

One professional development need that has been identified by the Elliott staff is related to the creation and use of formative and summative assessments. A plan for ongoing and job-embedded professional development will be created to make sure that staff members learn relevant content about how to create effective formative assessments and how to use the data that they generate. An external consultant may be used, but that individual would work in collaboration with the instructional coaches to ensure that the training would be supported when the consultant was not present.

Permissible activity 2A: Implementing a schoolwide RTI model.

Elliott Elementary will utilize some grant funds to support a schoolwide Response to Intervention model that will provide additional academic support to students who are

identified as not meeting grade level expectations. The interventions will be designed to supplement academic instruction and to address the specific academic needs that are identified. Currently, the school district supports a paraeducator that works 3.5 hours per day to provide academic interventions. These grant funds will be used to hire additional certificated staff to provide academic intervention to students in any grade level that may need it. The hiring of certificated staff will also allow intervention staff to meet and collaborate with classroom teachers in order to make sure that the interventions are tightly connected with classroom instruction. Intervention staff members will participate in schoolwide professional development and collaboration opportunities.

Permissible activity 3D: Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Elliott elementary school is currently without preschool classrooms. Research indicates that early childhood programing is the most cost effective prevention and intervention initaitve available to educators. Funds will be used to start two preschool classrooms (36 students toal) at Elliott utilizing the Lincoln Pubilic Schools research based model. Lincoln Public Schools provides comprehensive early childhood services through an inclusive environment for children ages 0 to 5. Services include experiences to the children and families in the focus areas of Education, Nutrition, Health, Disabilities, Parent Involvement, and Social Services. Student Child Learning Centers provide a full day setting for children whose parents are enrolled in the secondary schools. The preschool experiences are provided in Elementary Schools and meet half days where children learn through play, make choices, increase social skills, and build self-confidence. Family focused home visits are provided throughout the year to support parents as the child's first and foremost teacher.

(e) System Profile:

Identified areas of need:
Alignment of school improvement efforts and plans
Extending the instructional time

The Transformation Intervention Model includes several requirements that will help Elliott Elementary to meet these identified needs.

3A, 4A, 4B:

A needs assessment will be conducted to determine how best to extend learning time. Elliott Elementary currently has a Community Learning Center (CLC) project through a 21st Century Community Learning Center grant and a partnership with the YMCA of Lincoln. Additional funds will be used to hire and train staff members in the CLC to provide academic learning opportunities during before and after school time, based on the needs assessment that will determine the areas of highest priority and need. Funds will also be used to support the sharing of information between teachers and CLC staff to ensure that the learning opportunities are strongly connected to the core curriculum.

Learning time will also be extended through a comprehensive summer learning program that provides instruction in both the core academic areas and other subjects as well. This summer learning program will be developed based on examination of student achievement data and designed to meet the identified needs.

The expertise of District personnel and personnel from the Nebraska Department of Education will be utilized to help align Elliott's efforts in school improvement, schoolwide plans, and accountability plans. The instructional coaches employed at Elliott will help facilitate the implementation of curricular and instructional changes while also providing ongoing professional development for staff members. The use of external consultants will allow Elliott staff members to examine their current practices and identify those with the highest priority and greatest effectiveness. An analysis of current support programs and community partnerships will allow the Elliott staff to make any adjustments necessary so that current and future interventions and programs have the biggest impact possible for students and families.

(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 Elliott staff has been engaged in the process of identifying the most significant needs related to student achievement, staff learning, and program development. Starting in the 2009-10 school year, the school began a process to update its school wide plan and created a plan to utilize its accountability funds. A representative team, with input from the broader school community, including staff, families, community partners, district personnel, and technical support, developed a school improvement action plan and an accountability plan. These plans were approved by the entire Elliott staff.

Following Elliott's designation as a persistently low achieving school, all staff members were asked to generate ideas for improvement strategies. A more formalized discussion about the school improvement grant was held to review the requirements of the Transformation model and to generate ideas for strategies and ideas to address those requirements. More than 30 Elliott staff members participated along with district personnel. Those ideas were incorporated into the Elliott school improvement grant application.

Due to the tight deadlines, not all Elliott school community members could be engaged in formal planning for the grant application. As a result, the plan incorporates multiple opportunities for ongoing needs assessment and adjustment as necessary.

Elliott SIG Action Plan

Transformation Intervention Model 1: Requirement 1(A): Developing and increasing teacher and school leader effectiveness. (A) Replace the principal who led the school prior to the commencement of the transformation model.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years

Transformation Intervention Model 2: Requirement (1B): Developing and increasing teacher and school leader effectiveness. (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that– (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) are designed and developed with teacher and principal involvement.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years
Pilot and implementation of new district appraisal system	Train all appraisers and 2-3 teachers on the new appraisal system and pilot with those teachers	Fall 2010	Fall 2010	Principal, Director of Elementary Education, District appraisal committee,	Feedback from pilot teachers and district-wide pilot. Adjustments as needed.	Costs supported by district
	Train all teachers at Elliott on new appraisal system and begin using Fall 2011	Summer 2011	Fall 2011	Principal, Director of Elementary Education, District appraisal committee,		$43812
Individual teacher reflection on student performance in conjunction with quarterly instructional conferences.	Train all teachers on reflection document. Included in yearly summative or formative goals documentation.	Fall 2010	Fall 2010	Principal, School Improvement Team/PLC Leadership Team	Feedback from teachers twice yearly and adjustments after each school year.	
Use of feedback tools during formal and informal observation	Pilot with a few teachers and move to full implementation	Fall 2010	Fall 2011	Principal, administrative team, instructional coaches	Feedback from teachers and administrators	**$11000**

Peer observation and reflection	Provide coverage and support for teachers to observe other teachers and process the observation	Fall 2010	Spring 2011	Principal, Administrative team, Instructional coaches	Reflection from teachers	$30245

Transformation Intervention Model 3: Requirement (1C): Developing and increasing teacher and school leader effectiveness. (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years
Stipends for increased collaborative work	Expanding time for professional collaboration; strengthen vertical team alignment, evaluate current instructional conference practices	Fall 2010	Fall 2011	Principal, administrative team, School Improvement/PLC Leadership Team, Director of School Improvement	Monitoring student achievement through use of formative and summative assessments	**$201407**
	Evaluate current instructional conference practices	Fall 2010	Fall 2011	Principal, administrative team, School Improvement/PLC Leadership Team		
	Strengthen vertical team alignment	Fall 2010	Spring 2011	Principal, administrative team, School Improvement/PLC Leadership Team		$55945

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	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years

Provide opportunities for on-site coaching of teachers and staff	Hiring instructional coach	Fall 2010	Fall 2011	Principal, administrative team	Create a system for getting feedback from teachers about coaching and for monitoring the use and effectiveness of coaching provided	**$600834**
	Creating an evaluation system for coaching	Fall 2010	Fall 2011	Principal, administrative team, Director of Curriculum, possible external consultants		**$49500**
	Contracting for additional on-site professional development and support	Fall 2010	Fall 2010	Principal, administrative team, Director of Curriculum, Director of Federal Programs, Director of Elementary Education, possible external consultants	Ongoing monitoring and feedback to identify needs and effectiveness of implementation	**$78000**
Provide opportunities for staff members to attend relevant training	Identify greatest instructional and leadership needs, Identify professional development opportunities that meet identified needs, Provide ongoing support at the building level	Fall 2010	Spring 2011	Principal, administrative team, School Improvement/PLC Leadership Team, district personnel	Ongoing monitoring and feedback to identify needs and effectiveness of implementation	**$75000**

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, an 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 transformational school.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years
Provide on-site higher education courses for teachers	Finalize program and costs with higher education institution, collaboration between instructional coaches and higher education staff	Spring 2011	Fall 2011	Principal, instructional coaches, higher education representatives		**$333000**

Transformation Intervention Model 6: Requirement (2A): Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years
Complete an analysis of current instructional practices and alignment to district curriculum	Involve district personnel to complete needs analysis related to curriculum alignment and instructional practice, Facilitate vertical collaboration between teams, Provide professional development to address identified needs in curriculum and instruction	Fall 2010	Spring 2011	Principal, administrative team, instructional coaches, district personnel	Use of principal observations (formal and informal) to monitor use of curriculum and instructional strategies as identified	

Implement supplementary curriculum based on identified needs	Identification of needs; Selection of appropriate materials; Training, if necessary for staff members on new supplementary curriculum	Spring 2011	Fall 2011	Principal, Director of Curriculum, Curriculum specialists, administrative team and instructional coaches	Creation of appropriate monitoring system based on program selection	$150000

Transformation Intervention Model 7: Requirement (2B): Comprehensive instructional reform strategies. (B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years
Pilot and implementation of data analysis software system	Work with instructional technology department to prepare system and data	Fall 2010	Fall 2011	Principal, Director of Instructional Technology, Project Manager, Instructional coaches		
	Train teachers in the use of the tools			Principal, Director of Instructional Technology, Project Manager, Instructional coaches		
	Provide on-going support for teachers as they use the data analysis tools			Principal, Director of Instructional Technology, Project Manager, Instructional coaches		$100000

Transformation Intervention Model 8: Requirement (3A): Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that increase learning time (as defined in the USDE guidance).

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years

Increase learning time within the school year and during the summer	Needs assessment to determine what method of increasing learning time would yield the greatest benefit	Fall 2010	Summer 2011	Principal, administrative team, instructional coaches, community learning center staff and partner agency (YMCA), school stakeholders (parents, community groups, district)	Create a system for evaluating the effectiveness of extended learning time	**$219000**
	Collaborate with stakeholders	Spring 2011	Summer 2011	Principal, administrative team, instructional coaches, community learning center staff and partner agency (YMCA), school stakeholders (parents, community groups, district)		

Transformation Intervention Model 9: Requirement (3B): Increasing learning time and creating community-oriented schools. (B) Provide ongoing mechanisms for family and community engagement.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years

Expanding and sustaining family literacy program	Identify potential participants, collaborate with community partners, training for all teaching staff about how to support parents in family literacy program,	Summer 2011	Fall 2011	Principal, family literacy coordinator, community partners, adult education provider (SCC)	Evaluation through adaptation of Toyota Family Literacy Program tools	**$114000**
Coordination of existing resources	Identify current programs and partners, provide information for all Elliott staff members about the purpose and scope of the programs, provide ongoing monitoring of the effectiveness of the programs, Share information with Elliott families about available programs	Fall 2010	Summer 2011	Principal, administrative team, counselor	Evaluation of program effectiveness	**No additional costs, use of personnel**

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 a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Activity	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years
Expanding learning time	Needs assessment	Fall 2010	Fall 2011	Principal, Director of Transportation, Director of Curriculum, Director of Federal Programs		**$194273**

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	Key Steps	Start date	Full implementation date	Persons responsible	Monitor and evaluate	Cost for three years
Alignment of school improvement, schoolwide plan, and accountability plan	Involve district personnel and staff from NDE to identify current practices and next steps to align improvement efforts at Elliott	Fall 2010	Spring 2011	Principal, administrative team, School Improvement Team, PLC Leadership Team, Director of School Improvement, Director of Curriculum, Director of Federal Programs, Director of Elementary Education	Monthly monitoring by School Improvement Team and administrative team, annual monitoring by school leadership team	**Time, but no specific costs**

Permissible Activity: Implementing a schoolwide RTI model.

Activity	Key Steps	Start Date	Full implementation date	Person(s) responsible	Monitor and evaluate	Cost for three years
Implementation of response to intervention strategies for all students	Identification of academic needs; Determination of intervention to meet student needs; Evaluation of effectiveness of interventions	Fall 2010	Spring 2011	Principal, administrative team, Director of Curriculum, Director of Special Education	Student achievement will be monitored individually and by intervention at least every 4 weeks; Data will be evaluated each semester by intervention to monitor effectiveness	**$545563**