

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

NDE 04-____
Due: _____

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

District Name: Madison Public Schools
County-District Number: 59-0001

Introduction

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

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

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

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

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

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

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

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

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

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

Use of Funds

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

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

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

Available Funds

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

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

Continued Funding

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

Supplement, not supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project

in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Letter of Intent to Apply

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

Application Writing Assistance

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

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

Application Approval Process

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

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

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

Applications Timelines

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

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

Application Contents

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

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

A completed application includes:

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

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name: Madison Public Schools County/District Number: 59-0001	District Mailing Address: Box 450 Madison, NE 68748
District Contact for the School Improvement Grant Name: David L. Melick Position and Office: Superintendent Contact's Mailing Address: Box 450, Madison, NE 68748 Telephone: 402-454-3336 Fax: 402-454-2238 Email address: dmelick@esu8.org	
President of the School Board (Printed Name): Doug Wagner	Telephone: 402-454-2377
Signature of the President of the School Board X _____	Date:

Authorized Representative of the District (Printed Name): David L. Melick	Telephone: 402-454-3336
Signature of the Authorized Representative: X _____	Date:
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

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

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transformation
Madison Elementary School	X						X

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

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

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

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

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

The Madison Public School district has provided and will continue to provide support as Madison Elementary School implements the required and permissible activities detailed in this school improvement grant application. The superintendent and elementary principal provided a report to the board of education regarding the available intervention models. Given existing state law and the time of the year, the transformation intervention model is the only available model to implement. The superintendent and elementary principal also provided a detailed report to the board of education regarding each of the required and permissible action plans within the transformation intervention model. The board of education has a solid understanding of the entire action plan and is supportive of those plans. The board of education has given approval to submit the transformation model school improvement grant application and to advertise for a new principal. These are merely the initial steps in the implementation process and support will be provided throughout the three-year implementation timeline.

It is not anticipated that any grant funds will be necessary for district-level personnel or resources. The District will continue to provide regular staff development funding and programs for our staff that will be supplemented by the professional development activities that are included in this grant application.

- 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.

Madison Public Schools submits this application on behalf of Madison Elementary School with these indicators of capacity to successfully address the goal of dramatically improved student achievement:

- **The district has been involved with RtI processes for three years now. We began by reviewing student performance indicators associated with reading and progressed through to selection of a new reading series. Staff and parent participants were appreciative of their opportunity to be involved in this process and selection decision. Based on that successful venture, a new mathematics series was the next focus for the RtI committee. That study took place during the 2009-10 school year with eventual selection of the new series on May 19, 2010. The next planned utilization of the RtI approach will be in the area of behavioral interventions. We expect similar positive results with that study and selection process as was demonstrated with reading and mathematics. Through use of the RtI model, all the elementary staff will have served and will continue to serve on leadership committees in one of the three focus areas.**
- **Our staff qualifications provide evidence of capacity to implement significant changes to improve student achievement. For the past two years, we have had a Reading Coach working with our teachers and paraprofessionals to help them improve their implementation of the Reading Mastery reading program. As a mentor, the person in this position has provided valuable leadership to help our teachers and paraprofessionals demonstrate early and continued success with the new series. This spring, we took the proactive step of reassigning a portion of a middle school math teacher's instructional time so that he can serve as our new Math Coach. Already, we have had a very positive response to this person's leadership in that position. In a coordinated effort with the elementary principal, the Math Coach led a structured and intensive two-day review and analysis of the mathematics textbook series under final consideration for implementation under this grant beginning in August, 2010. He quickly established himself as a mentor and resource provider for implementing this new research-based mathematics series.**
- **Our classroom teachers also demonstrate the initiative and capability for meeting the goals of this improvement effort. Currently, there are 20 full-time certificated staff members at Madison Elementary School in addition to some shared staff that work in the middle or high school. Within the 20 full-time certificated staff members, we have seven who have Masters Degrees. Another seven are positioned on the salary schedule such that they could easily move into that level of educational preparation. All the teachers are endorsed properly for their assigned instructional duties. There is a nice mixture of years of educational experience as well. Four teachers are within their first 10 years of teaching, five are in years 11 through 20 of teaching, seven are in their 21st through 30th years of teaching, and four have over 30 years each as**

classroom teachers. We believe this provides a good balance of instructional background for our students to experience. These twenty teachers have a total of 401 years of experience!

- **Recruitment of a new principal for Madison Elementary School has already begun. It has been pleasing to have 20 applicants nearly immediately after the position was advertised. The qualifications and experience of these candidates is impressive. Candidates range from those with little or no experience up through multiple candidates with doctoral degrees. Some have been involved with significant school improvement efforts in previous positions. Screening of applicants' application materials will be completed by June 25 and interviews of those candidates best meeting the identified "look-fors" for the principal position will be conducted the following week. The board of education will authorize employment of the selected candidate during its July regular board meeting and the new principal will assume his/her duties on or before August 1, 2010.**

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.

not applicable

B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons 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.

Madison Public Schools and Madison Elementary will continue to utilize external assistance from multiple sources to assist teachers and improve student learning. Meralee Hoffelt, Jo Farrimond, and Carmen Bartholomew of Educational Resources Incorporated (ERI) will continue to provide high quality consultation and professional development in reading and math instruction. Educational Service Unit #8 (ESU8) staff that will assist in providing ongoing professional development and support are Becky Brandl (reading), JaLena Slack (math), Carol Jessen (professional development and teacher mentoring) and Corey Dahl (technology integration). Nebraska Department of Education (NDE) staff will work with Madison Elementary on a consultative basis. NDE staff include Krista Kjeldgaard and Russ Masco (Title 1 Needs Improvement), Alice Senseney (Comprehensive System of Personnel Development) and Tanya Ihlo and Andrea Boden (Nebraska Response to Intervention Consortium). In addition, Madison Elementary will utilize the expertise of trainers from the textbook companies to provide staff development and assist with implementation of reading (Georgene Haire-SRA Reading Mastery) and math (Dave Van Gorp-Saxon Math).

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

The needs being addressed through this school improvement grant are in good alignment with existing school improvement goals. Those goals focus on improving student performance in reading and in math on a K-12 basis.

We have received initial and advanced training for, have trained our staff, and have implemented the Whole Faculty Study Group model of professional learning communities for three years now. We also have classroom-based activities occurring in both reading and math. All teachers and administrative staff are involved with this form of professional development in addition to other forms provided by the Educational Service Unit, Nebraska Department of Education, and subject-specific professional organizations.

Four years ago, we implemented a fairly liberal approach to professional leave. Prior to this change, professional leave had been limited to absolutely no more than two days per school year. We observed during the 2005-06 school year that this limitation conflicted directly with training available for the five primary strategies of reading. For that school year, the superintendent and elementary principal deviated from board policy by allowing additional leave for that form of professional development. At the superintendent's recommendation, the board of education's teacher negotiations committee successfully negotiated the more liberal approach to legitimate professional leave with the teachers' organization for the 2006-07 school year. As a result, we have been able to provide additional professional development opportunities for many of our staff.

Involvement in this grant application has been supported by all staff in the elementary school and also by others in the district. Whether regular education, special education, Title I, ELL, or special subjects such as music and physical education, all the elementary staff understand the importance of demonstrating significant improvements to student performance. They have committed to continued implementation of Reading Mastery, and will be implementing Saxon math for the 2010-11 school year. They also have actively supported development of an RtI committee to investigate and select a behavioral intervention model that will be implemented during the 2011-12 school year. Beyond the elementary staff, district administrators have shared complete information about this grant application with all our staff, and have received positive response for the improvement activities underway. One example of this would be the participation by our six middle and high school math teachers when the elementary staff were completing their review and selection of instructional resources for the 2010-11 school year. They participated because of their interest in seeing student achievement improve and gave up some personal time that they could have used for typical end of the school year tasks. As a result of this participation, they have conducted their own review of math series and have decided to implement the Saxon math series nearly throughout the middle and high school program.

- 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.

During a presentation to the board of education about the requirements of this grant application, the superintendent and elementary principal discussed a number of issues that will be addressed during the three-year implementation timeline. Some of those issues included development of new teacher and principal evaluation systems, modified approaches to teacher compensation, provision of additional teaching and learning time, and a highly structured approach to reviewing student performance information to guide employment determinations regarding teachers. Also, employing a new principal and developing the new intervention project manager position will provide for additional administrative presence and support mechanisms in addition to the reading coach and math coach. One specific requirement of the intervention project manager will be to present information regarding the activities within this grant application and how they are positively affecting student achievement to the administrative staff and board of education on a monthly basis.

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

The Madison Public Schools are committed to continue providing staff development activities on a regular basis and within the District's budget. Thus, the professional development and funding applied for in this school improvement grant will be supplemental to District programs and funding. Our current school improvement goals are focused on reading and math. This aligns very nicely with actions in this school improvement grant. We anticipate that those school improvement goals will continue to be areas of improvement on into the future even after this grant timeline has ended. The District is committed to preserving those improvement strategies that cause improved student achievement and will provide funding to make sure such programs do continue.

- 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.

Madison Public Schools and Madison Elementary School accept the minimum "State" goals.

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
College enrollment rate (high schools only)	Measurable increase from the previous year	Not applicable
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same

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

Statewide Average Gain – Math (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
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- 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 model.

While the primary development of this grant application was completed by the superintendent and elementary principal, valuable assistance and input was provided by the school psychologist, the middle/high school principal, members of the elementary staff, staff development personnel from the Educational Service Unit, and Title I and school improvement staff from the Nebraska Department of Education. The process used consisted of discussion of what should be included in each response and action plan, drafting of those statements, review of the drafted statements, and revision.

As we move into the implementation phase of this intervention model, shared responsibility exists among three primary district representatives: the superintendent, elementary principal, and intervention project manager. Further, some responsibilities will also be shared by our reading and math coaches. Those specific responsibilities are noted in the action plan pages. In addition, there will be ongoing responsibility by those most closely connected to our students, the classroom teachers. Their responsibility and accountability for demonstrating significantly improved student performance results begins with the preparation for high-quality teaching, implementation of the selected resources with fidelity, re-teaching when necessary, and ongoing reviews of their impact on student performance. Frequent and ongoing observation (formative assessment) of teachers' performance by the principal and intervention project manager coupled with mentoring and development of supplemental instructional materials by the reading and math coaches will support the teachers' efforts. Supervision of the principal and intervention project manager will be the responsibility of the superintendent.

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.

not applicable

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

C.2 Complete the District Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the district.) The link to all Budget Forms is found at:

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

PART D. ASSURANCES

The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.

- (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.

(signatures of the Board of Education president and superintendent appear on the Application Cover Sheet)

PART E. WAIVERS

Check each waiver that the district will implement.

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

Section 2. SCHOOL LEVEL INFORMATION

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

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

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

School Level Information for Tier III Schools

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

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

Transformation Intervention Model
Requirement: In addition to the requirements noted above, Nebraska is requiring each

<p>school receiving SIG funds to have an Intervention Project Manager to:</p> <ul style="list-style-type: none"> a. work with the school principal and district administration b. assist with coordinating implementation activities c. conduct ongoing evaluation of progress d. ensure appropriate collection and management of data for reporting progress toward goals established for student achievement e. coordinate and report progress to NDE f. perform other duties as assigned by the LEA 	
Activity	appoint Andy Luebbe as Intervention Project Manager for this ESEA Section 1003(g) School Improvement Grant Transformation Model.
Key steps	Obtain board of education approval to submit SIG application, obtain Mr. Luebbe's agreement to serve as Intervention Project Manager, negotiate compensation and benefits for this position, develop job description for this position, implement this position of instructional support.
Start Date	June 15, 2010, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$359,750

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and

is on NDE’s American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:
http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

A.1. Analysis of Need

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

Student Achievement and Leading Indicators

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

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2007-08 and 2008-09. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:
<http://reportcard.nde.state.ne.us/Main/Home.aspx>

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

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	0%
(2) Graduation rate (AYP graduation rate for high schools only)	n/a
(3) College enrollment rate (high schools only)	n/a
Leading Indicators	
(4) Number of minutes within the school year	62760
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	n/a
(6) Dropout rate (total for high schools only)	n/a
(7) Student attendance rate	96%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	2

(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

The analysis of need has identified two primary areas of need and one secondary area of need to be addressed. The primary areas of need are math and reading. The intervention model will provide new leadership (principal and intervention project manager), professional development, instructional and technological resources and additional student contact time. These actions will assist the school in improving student learning in the areas of math and reading. In addition, the secondary area of need was identified as student discipline and behavior. The intervention model will provide opportunities to develop a school-wide discipline and behavior plan. Under new leadership, planning for Response to Intervention-Behavior will take place during the 2010-11 school year with an implementation date of Fall 2011.

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

Support programs for struggling students that are currently in place include summer school, academic help and study skills in the after-school program and parent education nights. The intervention model will provide more opportunities for programs to assist struggling students including additional student contact time, tutoring, increased parental involvement and parent education programs. The school will target those struggling students and provide additional instruction and intervention at the correct level of difficulty.

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

Our staff qualifications provide evidence of capacity to implement significant changes to improve student achievement. For the past two years, we have had a Reading Coach working with our teachers to help them improve their implementation of the Reading Mastery reading program. As a mentor, the person in this position has provided valuable leadership to help our teachers demonstrate early and continued success with the new series. This spring, we took the proactive step of reassigning a portion of a middle school math teacher's instructional time so that he can serve in our new Math Coach position. Already, we have had a very positive response to this person's leadership in that position. In a coordinated effort with the elementary principal, the Math Coach led a structured and intensive two-day review and analysis of the mathematics textbook series under final consideration for implementation under this grant beginning in August, 2010. He quickly established himself as a mentor and resource provider for implementing this new research-based mathematics series.

Our classroom teachers also demonstrate the initiative and capability for meeting the goals of this improvement effort. Currently, there are 20 full-time certificated staff members at Madison Elementary School in addition to some shared staff that work in the middle or high school. Within the 20 full-time certificated staff members, we have seven who have Masters Degrees. Another seven are positioned on the salary schedule such that they could easily move into that level of educational preparation. All the teachers are endorsed properly for their assigned instructional duties. There is a nice mixture of years of educational experience as well. Four teachers are within their first 10 years of teaching, five are in years 11 through 20 of teaching, seven are in their 21st through 30th years of teaching, and four have over 30 years each as classroom teachers. We believe this provides a good balance of instructional background for our students to experience. These twenty teachers have a total of 401 years of experience!

Professional development has included a number of efforts in the past few years. We have implemented the Whole Faculty Study Group professional learning community model. All teachers are involved in a small study group that is focused on making improvements in either reading or math. All staff have also been provided in-depth training in Robert Marzano's Classroom Instruction That Works educational strategies. As a followup to that, a number of staff will be provided training in Classroom Instruction That Works for English Language Learners in August. All the elementary staff has been provided training in the five big strategies for reading, and have followed that with specific training to implement the Reading Mastery instructional resources. The elementary staff has been involved with RtI processes for three years now. Beginning with an initial review of reading resources and then with mathematics resources, the staff has developed strength in using the RtI approach. The next area in which RtI will be utilized will be review and selection of a behavioral intervention model. Through use of the RtI model, all the elementary staff will have served and will continue to serve on leadership committees in one of the three focus areas. Elementary teachers and middle and high school math teachers will receive training in implementing the Saxon math instructional resources later this summer. In addition to these activities, the District has encouraged staff to participate in other forms of professional development as provided by the Educational Service Unit, Nebraska Department of Education, and subject-specific professional organizations.

The current teacher evaluation system has not had any significant review or updates since 2001. Identified needs for improvement in the teacher evaluation system include adding components that: a) examine student performance indicators such as standardized

tests, statewide testing, and progress on DIBELS and Aims Web to analyze which teachers are working with students in such a manner as to cause significantly improved performance; b) provide performance based pay for meritorious teachers (subject to negotiations with the teachers' association); c) provide for more rapid and intense remediative and/or dismissal action if or when needed; and, d) incorporates an analysis of the teacher's use of technology as an instructional resource.

The transformation intervention model and associated funding through this school improvement grant will enable us to implement all of the required actions and some permissive actions which will lead to significantly increased levels of student performance. We believe that data on hand shows a positive record of improved performance in reading and some early indicators of improvements in math. Implementing the actions in this grant application will further enhance those improvements in student performance.

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

Madison Elementary will utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.

Math: A universal screener of math skills called AIMSWeb will be utilized to assess K-5 students' abilities with basic math facts and computation. Students will be given a benchmark assessment in the Fall, Winter and Spring. Students who are identified 'below benchmark' will be progress monitored weekly, bi-weekly or monthly. The data from AIMSWeb, along with local assessments, state assessments and standardized tests, will be used to determine student academic needs and to adjust instruction for students. The K-12 math curriculum is currently being re-aligned to meet Nebraska State Math Standards. The resulting curriculum will guide the selection of a K-5 research-based core program to be implemented for next school year.

Reading: The Nebraska State Language Arts Standards were adopted. The Reading Mastery Signature Edition and Corrective Reading programs were implemented K-5 in 2008 and will continue to be used as the core program. Students were given placement tests and placed at the Correct Level of Difficulty within the programs. DIBELS is administered as a Universal Screening tool in the Fall, Winter and Spring. 'At-risk' students are progress monitored weekly. Students at 'some risk' are monitored bi-weekly or monthly. In addition to DIBELS, Reading Mastery program data, local assessments, state assessments and standardized tests are used to determine students' academic needs.

Student progress in reading will be monitored by using program data such as ‘check-outs’ and ‘mastery tests’. Out of program data will include DIBELS as the Universal Screening and Progress Monitoring tools. Students not meeting mastery levels are re-taught and re-assessed. End of year student goals are set within the program as well as end of year DIBELS benchmark goals. The results of NeSA-Reading will be used to measure adequate yearly progress. Additional assessment results (standardized, local program data) will be used to monitor and evaluate effectiveness as well. The RtI Team will apply the Strategic Planning Process of 1. Problem Identification, 2. Problem Analysis, 3. Action Plan Development and Implementation and 4. Plan Evaluation to ensure the maximum growth of all students. Student progress in math will be monitored using new core program data. Out of program data will include AIMSWeb as the Universal Screening and Progress Monitoring tools. Students not mastering the skills and concepts will be re-taught and re-assessed. The results of local assessments (2009-10) and NeSA-Math (2010-11 and beyond) will be used to measure adequate yearly progress. Additional assessment results (standardized, local program data) will be used to monitor and evaluate effectiveness as well. Appropriate interventions will be implemented to assure the growth of all students in math and reading.

The transformation intervention model and associated funding through this school improvement grant will enable us to implement all of the required actions and some permissive actions which will lead to significantly increased levels of student performance.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

The action plans contained in this school improvement grant application align well with current school improvement efforts. Current school improvement goals are in place for math and reading. Madison Elementary also has a Needs Improvement Accountability grant with goals in math and reading. Madison Elementary operates as a school-wide title building with goals in math and reading. The 21st Century Community Learning Center grant funded after-school program operates as a licensed childcare center while also providing academic assistance to students with a focus on math and reading.

Increasing the length of the instructional day as well as adding more after-school opportunities for staff to help struggling students will help improve student learning in the areas of math and reading.

The transformation intervention model and associated funding through this school improvement grant will enable us to implement all of the required actions and some permissive actions which will lead to significantly increased levels of student performance.

- (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 Accountability Compact Team (administrators, teachers, parents, NDE and ESU 8 staff) met on a regular basis to review data, problem solve, brainstorm ideas and develop a plan to increase student achievement in the areas of math and reading. NDE and ESU representatives provided technical assistance in the areas of research on universal screeners and core programs. The group worked together to develop a plan that will increase student achievement in math and reading for all students. The ACT team will continue to meet to review progress toward these goals.

A.2. Action Plans

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

Four School Intervention Models (from USDE Guidance)

Note: information about the required and permissible actions under the turnaround, restart, and school closure intervention models were removed from this grant application document as they are not applicable to Madison Elementary School and because we will implement the transformation intervention model.

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

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

(i) Required activities. The LEA must--

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

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

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

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

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

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and

principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

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

(A) *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*

(B) *Implementing a schoolwide “response-to-intervention” model;*

(C) *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;*

(D) *Using and integrating technology-based supports and interventions as part of the instructional program; and*

(E) *In secondary schools--*

(1) *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*

(2) *Improving student transition from middle to high school through summer transition programs or freshman academies;*

(3) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*

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

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

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

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

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

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

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

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

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

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

(4) Providing operational flexibility and sustained support.

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

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

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

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

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

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

Completing the Action Plans

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

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

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

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

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

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

Note: Madison Public Schools will implement a number of permissive activities in addition to each of the required activities. The permissible activities are noted at the conclusion of the required activities.

Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.	
Activity	Employ new principal for Madison Elementary School
Key steps	Discussion with and approval of Board of Education to advertise/recruit principal candidates, review and rate applicants' information, conduct reference checks, conduct interviews, determine rank order of candidates, offer employment to top candidate, and complete contract negotiations with top candidate.
Start Date	June 15, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$368,700
Transformation Intervention Model - 2	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (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	

<p>assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement</p>	
Activity	Revise teacher evaluation and principal evaluation instruments and supportive documentation.
Key steps	<p><u>Teacher evaluation</u>: select participants (staff, principals, intervention project manager, board, patrons, etc.) to serve on revision committee, meet, study, review, draft, share with other staff, review with board, adoption by board of education, submission to and approval by Nebraska Department of Education, implementation.</p> <p><u>Principal evaluation</u>: select participants (principals, intervention project manager, staff, board, patrons, etc.) to serve on revision committee, meet, study, review, draft, share with other staff, review with board, adoption by board of education, implementation.</p>
Start Date	June 14, 2010
Full implementation date	<p><u>Teacher evaluation</u>: August 1, 2011</p> <p><u>Principal evaluation</u>: August 1, 2010</p>
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$27,600
Transformation Intervention Model - 3	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so NOTE: This requirement is an option for Tier III schools.</p>	

Activity	Implement new principal and teacher evaluation systems that include both performance pay plans and dismissal protocol, each of which is based on an analysis of whether a given employee works in such a way as to cause students to meet specific achievement targets.
Key steps	Utilize results provided through new evaluation systems to identify those staff who have or have not caused student performance to meet expected achievement goals; staff who have caused student performance to meet the expected achievement goals will be recognized by administration and board of education; staff who have not caused student performance to meet expected goals may be placed on an improvement plan, reassigned to other instructional duties, or may be dismissed from employment subject to provisions of the continuing contract law and ESEA Section 1003(g) School Improvement Grants.
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, implementation project manager
Monitor and evaluate	Superintendent
Cost for three years	\$70,250
Transformation Intervention Model - 4	
Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	Provide professional development that aligns with school improvement goals and core curriculum instructional programs.

Key steps	Professional development opportunities will be tied to school improvement goals and core instructional programs, specifically in math and reading. All math and reading teachers will receive training in the use of the core instructional materials including use of assessment, technology components, and interventions for ELL/SPED students. Teachers will also receive training in the use of universal screeners for Math (AIMSweb) and Reading (DIBELS). All teachers will participate in Response to Intervention professional development and will be a participant in one of three core areas (Math, Reading, Behavior).
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches
Monitor and evaluate	intervention project manager
Cost for three years	\$112,500
Transformation Intervention Model - 5	
Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school	
Activity	Implement new principal and teacher evaluation systems that includes a performance pay plan based on an analysis of whether a given employee works in such a way as to cause students to meet specific achievement targets.
Key steps	Utilize results provided through new evaluation systems to identify those staff who have caused student performance to meet expected achievement goals; staff who have caused student performance to meet the expected achievement goals will be recognized by administration and board of education and may be eligible for incentives such as additional salary,

	funding of graduate-level coursework, funding for participation in professional development opportunities, additional professional leave, promotion to leadership positions in the building or district, etc., subject to individual goals and provisions of the negotiated agreement between the MPS Board of Education and Madison Education Association and ESEA Section 1003(g) School Improvement Grants.
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$24,750
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	Identify need and review, select, and implement core instructional programs in math and reading.
Key steps	Review student data and identify instructional needs. Review research-based core math programs and evaluate based on vertical alignment and alignment to Nebraska State Math Standards. Select and implement new core math program.
Start Date	May 19, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches

Monitor and evaluate	intervention project manager
Cost for three years	\$38,850
Transformation Intervention Model - 7	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Utilize student data to evaluate instructional practices and make changes to instruction to best meet the needs of students.
Key steps	Identify assessments (DIBELS, AIMSWeb, program data, NeSA tests, TerraNova standardized tests, etc.) to be utilized to evaluate instructional programs and practices. Provide collaborative opportunities (RTI, consultation and coaching sessions, weekly team meetings, etc.) for teachers to regularly review student data and implement instructional changes.
Start Date	August 1, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches
Monitor and evaluate	intervention project manager
Cost for three years	\$23,850
Transformation Intervention Model - 8	
Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	Provide additional learning opportunities through activities such as extending the length of the school day, providing enrichment and remedial programs during times such as before school, after school, on weekends, and during

	school breaks and vacations.
Key steps	Extend the length of the school day for all students by no less than 30 minutes per day, utilizing that additional time for instructional activities in either reading or math, and provide stipends for staff to work with students before school, after school, during weekends, and during school breaks and vacations.
Start Date	August 1, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$83,350
Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Engage family and community in school activities.
Key steps	Provide opportunities for parents, families and community members to be involved in school activities including curriculum nights for math and reading, parent-teacher conferences, open houses, holiday activities, etc. Develop and implement parent educational programs in areas such as language acquisition, homework help, parenting classes, etc. Provide incentives for parents to attend trainings (food, stipends for participation, etc.).
Start Date	August 1, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches

Monitor and evaluate	intervention project manager
Cost for three years	\$38,850
Transformation Intervention Model - 10	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Provide additional learning opportunities through activities such as extending the length of the school day, providing enrichment and remedial programs during times such as before school, after school, on weekends, and during school breaks and vacations; provide training and/or additional staffing to ensure that all reading and math student groups are taught by staff members trained in those specific curricular programs; and, provide additional financial resources to purchase supplemental instructional resources to enhance implemented curricular programs.
Key steps	Extend the length of the school day for all students by no less than 30 minutes per day, utilizing that additional time for instructional activities in either reading or math, and provide stipends for staff to work with students before school, after school, during weekends, and during school breaks and vacations.
Start Date	August 1, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$83,350
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	Provide sustained emphasis and funding for high quality professional development activities as well as other resources and support not only during the three year SIG grant timeline but on beyond the third year.
Key steps	Implement actions taken under the ESEA Section 1003(g), the Title I Improvement Grant developed during the 2009-10 school year, and through other RtI improvement plans such as the improvement plan developed to help students improve their reading abilities. As improvements are made, implement additional strategies to enhance those early efforts based on analysis of the needs of students and staff during the SIG timeline.
Start Date	August 1, 2010
Full implementation date	August 1, 2013
Person(s) responsible	Superintendent, elementary principal, intervention project manager
Monitor and evaluate	Superintendent
Cost for three years	\$24,000

Permissible Activity (1B): An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as: b. Instituting a system for measuring changes in instructional practices resulting from professional development	
Activity	Develop and implement a system to measure changes in instructional practices resulting from professional development.
Key steps	Review instructional practices, develop a system to measure changes in instructional practice tied to professional development. Teachers will attend ongoing professional development and will utilize the training to make

	adjustments to instruction. Data will be utilized to evaluate the effectiveness of these instructional adjustments and to measure student progress as a result of these changes.
Start Date	August 1, 2010
Full implementation date	August 1, 2012
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches
Monitor and evaluate	intervention project manager
Cost for three years	\$13,500

Permissible Activity (2A): An LEA may also implement comprehensive instructional reform strategies, such as:	
<ul style="list-style-type: none"> a. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective 	
Activity	Conduct ongoing fidelity checks of math and reading core programs.
Key steps	Develop a plan to ensure the math and reading core programs are being implemented and taught with fidelity. Utilize consultation and coaching sessions to check lesson progress and fidelity of program. Utilize weekly team meetings to modify core program instruction if necessary.
Start Date	August 1, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent, elementary principal, intervention project manager,

	instructional coaches
Monitor and evaluate	intervention project manager
Cost for three years	\$153,575

Permissible Activity (2B): An LEA may also implement comprehensive instructional reform strategies, such as: b. Implementing a schoolwide “response-to-intervention” model.	
Activity	Continue to operate a schoolwide “response-to-intervention” model for reading and implement a schoolwide “response-to-intervention” for math and behavior.
Key steps	Continue to operate RtI for reading, including universal screening (DIBELS), implementation of the core reading program (Reading Mastery) and provide ongoing professional development (training, consultation, coaching, weekly team meetings, etc.) Identify teacher leaders to develop and implement a schoolwide RtI model for math and behavior. Implement universal screener (AIMSWeb), research-based core program (Saxon Math), provide professional development, and review data to inform instructional changes to best meet the needs of students.
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches
Monitor and evaluate	intervention project manager
Cost for three years	\$44,075

Permissible Activity (2C): An LEA may also implement comprehensive instructional reform strategies,

<p>such as:</p> <p>c. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.</p>	
Activity	Implement effective strategies that support students with disabilities and limited English proficient students.
Key steps	Develop and implement effective strategies for SPED and ELL students to ensure mastery of academic content and student learning. Utilize instructional materials designed for use with SPED and ELL students and provide professional development for teachers and staff that work with those students.
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches
Monitor and evaluate	intervention project manager
Cost for three years	\$61,200

<p>Permissible Activity (2D): An LEA may also implement comprehensive instructional reform strategies, such as:</p> <p>d. Using and integrating technology-based supports and interventions in the instructional program.</p>	
Activity	Integrate technology and interventions as part of implementation of the core instructional programs.

Key steps	Identify technology and interventions that can be utilized as part of the core instructional programs as well as key technology skills necessary for students to be successful on online state tests. Provide professional development for technology and interventions. Ensure appropriate access available (internet, laptops, Smartboards, LCD projectors, PDAs, etc.) to staff and students. Develop key teacher leaders to help implement technology and interventions as well as train staff.
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches, technology coordinator
Monitor and evaluate	intervention project manager
Cost for three years	\$81,200

Permissible Activity (3A): An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:	
a. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	
Activity	Identify possible partners in education to assist in creating a safe school environment.
Key steps	Identify possible partners (PTO, MEA, ESU, NDE, Madison County Extension, Elkhorn Valley Health Department, etc.) to assist in creating a safe school environment. Use resources to develop a schoolwide behavior program and provide professional development for staff.
Start Date	August 1, 2010

Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches
Monitor and evaluate	intervention project manager
Cost for three years	\$12,725

<p>Permissible Activity (3C): An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:</p> <p>c. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</p>	
Activity	Develop and implement a system of positive behavioral supports.
Key steps	Identify student behavioral needs by reviewing student discipline data. Review behavior programs (PBS, Boys Town, 8 to Great, etc.) and select for implementation. Provide professional development for staff. Utilize a universal screener to track student discipline data. Provide educational opportunities to students, parents and staff to address bullying and student harassment.
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches, guidance counselor
Monitor and evaluate	intervention project manager

Cost for three years	\$34,850
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Permissible Activity (3D): An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as: d. Expanding the school program to offer full-day kindergarten or pre-kindergarten	
Activity	Implement a pre-kindergarten program.
Key steps	Plan and develop a pre-kindergarten program. Review and select a curriculum. Hire staff to teach pre-kindergarten students. Ensure a smooth transition from pre-kindergarten into kindergarten. Create and utilize student data and assessments to ensure student learning. Provide ongoing staff development in the areas of early childhood, math, reading and behavior.
Start Date	August 1, 2010
Full implementation date	August 1, 2011
Person(s) responsible	Superintendent, elementary principal, intervention project manager, instructional coaches, guidance counselor
Monitor and evaluate	intervention project manager
Cost for three years	\$167,400

Permissible Activity (4B): The LEA may also implement other strategies for providing operational flexibility and intensive support b. Implementing a per-pupil school-based budget formula that is weighted based on student needs	
Activity	Allocate fiscal resources to positively affect student achievement and staff professional development.
Key steps	Build on current per pupil budget support provided by the District to provide additional financial support for SIG grant activities with higher allocations to

	grade levels or specific classrooms where needs are greater.
Start Date	August 1, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$20,625

Date: June 23rd, 2010

To: Persistently Lowest Achieving Schools (PLAS) Grant Committee

From: Steven M. Jirsa-President, Madison Education Association

As president of the Madison Education Association, I am writing this letter in support of our district's efforts to improve student achievement. We as a staff see and understand the improvements needed to help our students achieve. We also recognize the efforts the district have already made and support the plans to improve achievement in the future. Many of these plans will take hard work from us as educators but we are all more than willing to do all we can to help our students succeed.

Sincerely,

Steven M. Jirsa

Steven M. Jirsa

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- Profile
- Improvement Goals
- Data Analysis Tools
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- Custom Compare to Other Buildings
- Favorites
- Reading Performance
- All Students
- Special Education-Alternate
- Gender
- Race/Ethnicity
- Free/Reduced Price Meals
- Migrant
- Special Education
- English Language Learners
- Math Performance
- All Students
- Special Education-Alternate
- Gender
- Race/Ethnicity
- Free/Reduced Price Meals
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- Progress by Grade Range
- NCLB Qualified Teachers
- Student Characteristics
- Enrollment
- Free/Reduced Priced Meals
- Mobility Rate
- English Language Learners
- Race/Ethnicity
- Teachers
- Teacher Count
- Race/Ethnicity

SCHOOL DISTRICT: MADISON PUBLIC SCHOOLS
 SCHOOL BUILDING: MADISON ELEMENTARY SCHOOL
 School Profile

School Profile
2007 - 2008

School Characteristics			
School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	37.33%	52.67%	64.85%
English Language Learners Percentage	6.47%	8.19%	16.34%
Mobility Percentage	12.38%	9.61%	12.38%
Enrollment	290,767	562	202

Percentage of Students Meeting Standards - Reading	
Grades	04
All Students (including ELL and Special Education)	70.00%
Special Education Students	*
English Language Learners	*
Gender	
Male	73.68%
Female	63.64%
Race / Ethnicity	
American Indian / Alaska Native	▲
Asian or Pacific Islander	▲
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	76.19%
Free / Reduced Priced Meals	66.67%
Migrants	*

Percentage of Students Meeting Standards - Mathematics		
Grades	03	04
All Students (including ELL and Special Education)	62.86%	N / A
Special Education Students	*	N / A
English Language Learners	*	N / A
Gender		
Male	52.94%	N / A
Female	72.22%	N / A
Race / Ethnicity		
American Indian / Alaska Native	▲	N / A
Asian or Pacific Islander	▲	N / A

Master's Degrees	White, Not Hispanic	*	N / A
Experience	Black, Not Hispanic	▲	N / A
Teacher Salaries	Hispanic	57.69%	N / A
Schools	Free / Reduced Priced Meals	50.00%	N / A
Accreditation	Migrants	*	N / A
Northern Tier Report			
Northern Tier Report			

Percentage of Students Meeting Standards - Science		
Grades	04	05
All Students (including ELL and Special Education)	N / A	50.00%
Special Education Students	N / A	*
English Language Learners	N / A	▲
Gender		
Male	N / A	60.87%
Female	N / A	33.33%
Race / Ethnicity		
American Indian / Alaska Native	N / A	▲
Asian or Pacific Islander	N / A	▲
White, Not Hispanic	N / A	50.00%
Black, Not Hispanic	N / A	▲
Hispanic	N / A	50.00%
Free / Reduced Priced Meals	N / A	30.43%
Migrants	N / A	*

Percentage of Students Meeting Standards - Writing	
	04
All Students (including ELL and Special Education)	85.71%
Special Education Students	*
English Language Learners	*
Gender	
Male	88.89%
Female	80.00%
Race / Ethnicity	
American Indian / Alaska Native	N / A
Asian or Pacific Islander	N / A
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	85.00%
Free / Reduced Priced Meals	80.00%
Migrants	*

- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
 - 2) All students were reported in a single performance category.

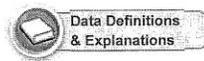
▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP	
AYP	Elementary
Reading	
All students	MET
American Indian/Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	~
Black, Not Hispanic	*
Hispanic	MET
Students eligible for free and reduced lunch	MET
Special Education Students	~
English Language Learners	*
Math	
All students	NOT MET
American Indian/Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	~
Black, Not Hispanic	*
Hispanic	NOT MET
Students eligible for free and reduced lunch	NOT MET
Special Education Students	~
English Language Learners	*
No Child Left Behind Qualified Teachers	94.23%

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

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

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



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- Race/Ethnicity
- Teachers
- Teacher Count
- Race/Ethnicity

SCHOOL DISTRICT: MADISON PUBLIC SCHOOLS
SCHOOL BUILDING: MADISON ELEMENTARY SCHOOL

[Printer Friendly Version](#)

[School Profile](#)

School Profile
2008 - 2009

School Characteristics			
School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	51.73%	64.62%
English Language Learners Percentage	6.31%	8.01%	16.04%
School Mobility Rate	12.02%	11.84%	14.62%
Enrollment	292,030	549	212

Percentage of Students Meeting Standards - Reading	
Grades	04
All Students (including ELL and Special Education)	86.11%
Special Education Students	★
English Language Learners	▲
Gender	
Male	83.33%
Female	88.89%
Race / Ethnicity	
American Indian / Alaska Native	▲
Asian or Pacific Islander	▲
White, Not Hispanic	83.33%
Black, Not Hispanic	▲
Hispanic	87.50%
Free / Reduced Priced Meals	78.26%
Migrants	★

Percentage of Students Meeting Standards - Mathematics		
Grades	03	04
All Students (including ELL and Special Education)	61.22%	70.27%
Special Education Students	20.00%	★
English Language Learners	50.00%	▲
Gender		
Male	56.52%	78.95%
Female	65.38%	61.11%
Race / Ethnicity		
American Indian / Alaska Native	▲	▲
Asian or Pacific Islander	▲	▲

Master's Degrees
Experience
Teacher Salaries
Schools
Accreditation
Reports
Printed Report

White, Not Hispanic	*	75.00%
Black, Not Hispanic	▲	▲
Hispanic	61.36%	68.00%
Free / Reduced Priced Meals	56.25%	62.50%
Migrants	*	*

Percentage of Students Meeting Standards - Science		
Grades	04	05
All Students (including ELL and Special Education)	N / A	54.05%
Special Education Students	N / A	*
English Language Learners	N / A	*
Gender		
Male	N / A	66.67%
Female	N / A	30.77%
Race / Ethnicity		
American Indian / Alaska Native	N / A	▲
Asian or Pacific Islander	N / A	▲
White, Not Hispanic	N / A	46.67%
Black, Not Hispanic	N / A	*
Hispanic	N / A	57.14%
Free / Reduced Priced Meals	N / A	55.00%
Migrants	N / A	*

Percentage of Students Meeting Standards - Writing	
	04
All Students (including ELL and Special Education)	94.29%
Special Education Students	*
English Language Learners	*
Gender	
Male	94.44%
Female	94.12%
Race / Ethnicity	
American Indian / Alaska Native	N / A
Asian or Pacific Islander	N / A
White, Not Hispanic	100.00%
Black, Not Hispanic	N / A
Hispanic	91.30%
Free / Reduced Priced Meals	95.45%
Migrants	*

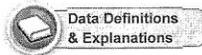
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- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

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

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

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

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



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

TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2010-11)

NDE County District No.:	59-0001						
District Name:	Madison Public Schools						
NDE School No.:	59-0001-002						
School Name:	Madison Elementary School						
Activity	100	200	300	400	500	600	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
Intervention Project Manager (Required)	79,200	24,250		5,000	1,500	2,500	\$112,450
Required Activities							
(d)(1)(i)(A) replace principal	91,700	12,800		7,500	500	2,500	\$115,000
(d)(1)(i)(B) evaluation systems for teachers & principals	5,100	1,000	13,000	2,500		2,500	\$24,100
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development			25,000	2,500		7,500	\$35,000
(d)(1)(i)(E) recruit/retain staff with necessary skills						5,000	\$5,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes			2,500	2,500		2,500	\$7,500
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	2,500	450	2,000	2,000		1,250	\$8,200
(d)(2)(i)(B) continuous use of student data	4,750	850		1,000		1,000	\$7,600
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	7,000	1,225	35,500	2,000		1,000	\$46,725
(d)(2)(ii)(B) implementing schoolwide RTI model	7,000	1,225	500	1,000		1,000	\$10,725
(d)(2)(ii)(C) provide additional supports/prof. Development	9,500	1,700		1,000	5,000	2,500	\$19,700
(d)(2)(ii)(D) technology based supports/interventions	2,500	450	15,000	35,000	5,000	2,000	\$59,950
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	23,500	4,050				750	\$28,300
(d)(3)(i)(B) ongoing family/community engagement	2,000	375	5,000	500		5,000	\$12,875
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	4,000	750		500		500	\$5,750

(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline	3,700	675	7,000	1,000		1,000	\$13,375
(d)(3)(ii)(D) full-day kdg or pre-kdg				15,000	2,000		\$17,000
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	23,500	4,050				750	\$28,300
(d)(4)(i)(B) ongoing, intensive TA/support			5,000	1,000		500	\$6,500
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs				6,000			\$6,000
Totals by Object Code	\$265,950	\$53,850	\$110,500	\$86,000	\$14,000	\$39,750	\$570,050

TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)

NDE County District No.: 59-0001
 District Name: Madison Public Schools
 NDE School No.: 59-0001-002
 School Name: Madison Elementary School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	84,750	26,000		5,000	1,500	2,500	\$119,750
Required Activities							
(d)(1)(i)(A) replace principal	98,200	13,700		7,500	500	2,500	\$122,400
(d)(1)(i)(B) evaluation systems for teachers & principals				1,000		1,000	\$2,000
(d)(1)(i)(C) reward school leaders	24,500	4,250	7,500				\$36,250
(d)(1)(i)(D) ongoing professional development			27,500	2,500		7,500	\$37,500
(d)(1)(i)(E) recruit/retain staff with necessary skills	5,000	900				2,500	\$8,400
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes			1,000	1,000		1,000	\$3,000
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	2,500	450	10,000	2,000		1,500	\$16,450
(d)(2)(i)(B) continuous use of student data	5,000	900		1,000		1,000	\$7,900
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	7,500	1,325	40,000	2,000		1,000	\$51,825
(d)(2)(ii)(B) implementing schoolwide RTI model	7,500	1,325	500	10,000		1,000	\$20,325
(d)(2)(ii)(C) provide additional supports/prof. Development	10,000	1,800	5,000	1,000		2,500	\$20,300
(d)(2)(ii)(D) technology based supports/interventions	5,000	900	2,500	1,000		1,000	\$10,400
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	21,750	3,750				1,000	\$26,500
(d)(3)(i)(B) ongoing family/community engagement	2,000	375	5,000	500		5,000	\$12,875
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	2,000	375		500		500	\$3,375

(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline	2,000	375	7,500	1,000		1,000	\$11,875
(d)(3)(ii)(D) full-day kdg or pre-kdg	46,500	22,500		2,000	500	1,500	\$73,000
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	21,750	3,750				1,000	\$26,500
(d)(4)(i)(B) ongoing, intensive TA/support			7,500				\$7,500
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs				6,750			\$6,750
Totals by Object Code	\$345,950	\$82,675	\$114,000	\$44,750	\$2,500	\$35,000	\$624,875

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)

NDE County District No.: 59-0001
 District Name: Madison Public Schools
 NDE School No.: 59-0001-002
 School Name: Madison Elementary School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	90,700	27,850		5,000	1,500	2,500	\$127,550
Required Activities							
(d)(1)(i)(A) replace principal	105,100	14,700		7,500	1,500	2,500	\$131,300
(d)(1)(i)(B) evaluation systems for teachers & principals				1,000		500	\$1,500
(d)(1)(i)(C) reward school leaders	24,500	4,500	5,000				\$34,000
(d)(1)(i)(D) ongoing professional development			30,000	2,500		7,500	\$40,000
(d)(1)(i)(E) recruit/retain staff with necessary skills	7,500	1,350				2,500	\$11,350
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes			1,000	1,000		1,000	\$3,000
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	2,700	500	7,500	2,000		1,500	\$14,200
(d)(2)(i)(B) continuous use of student data	5,400	950		1,000		1,000	\$8,350
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	8,100	1,425	42,500	2,000		1,000	\$55,025
(d)(2)(ii)(B) implementing schoolwide RTI model	8,100	1,425	500	2,000		1,000	\$13,025
(d)(2)(ii)(C) provide additional supports/prof. Development	10,800	1,900	5,000	1,000		2,500	\$21,200
(d)(2)(ii)(D) technology based supports/interventions	5,400	950	2,500	1,000		1,000	\$10,850
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	23,500	4,050				1,000	\$28,550
(d)(3)(i)(B) ongoing family/community engagement	2,200	400	5,000	500		5,000	\$13,100
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	2,200	400		500		500	\$3,600

(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline	2,200	400	5,000	1,000		1,000	\$9,600
(d)(3)(ii)(D) full-day kdg or pre-kdg	49,800	24,100		2,000	500	1,000	\$77,400
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	23,500	4,050				1,000	\$28,550
(d)(4)(i)(B) ongoing, intensive TA/support			10,000				\$10,000
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs			7,875				\$7,875
Totals by Object Code	\$371,700	\$88,950	\$121,875	\$30,000	\$3,500	\$34,000	\$650,025

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

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

NDE County District No.: 59-0001
 District Name: Madison Public Schools
 NDE School No.: 59-0001-002
 School Name: Madison Elementary School

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	254,650	78,100	0	15,000	4,500	7,500	\$359,750
Required Activities							
(d)(1)(i)(A) replace principal	295,000	41,200	0	22,500	2,500	7,500	\$368,700
(d)(1)(i)(B) evaluation systems for teachers & principals	5,100	1,000	13,000	4,500	0	4,000	\$27,600
(d)(1)(i)(C) reward school leaders	49,000	8,750	12,500	0	0	0	\$70,250
(d)(1)(i)(D) ongoing professional development	0	0	82,500	7,500	0	22,500	\$112,500
(d)(1)(i)(E) recruit/retain staff with necessary skills	12,500	2,250	0	0	0	10,000	\$24,750
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	4,500	4,500	0	4,500	\$13,500
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	7,700	1,400	19,500	6,000	0	4,250	\$38,850
(d)(2)(i)(B) continuous use of student data	15,150	2,700	0	3,000	0	3,000	\$23,850
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	22,600	3,975	118,000	6,000	0	3,000	\$153,575
(d)(2)(ii)(B) implementing schoolwide RTI model	22,600	3,975	1,500	13,000	0	3,000	\$44,075
(d)(2)(ii)(C) provide additional supports/prof. Development	30,300	5,400	10,000	3,000	5,000	7,500	\$61,200
(d)(2)(ii)(D) technology based supports/interventions	12,900	2,300	20,000	37,000	5,000	4,000	\$81,200
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	68,750	11,850	0	0	0	2,750	\$83,350
(d)(3)(i)(B) ongoing family/community engagement	6,200	1,150	15,000	1,500	0	15,000	\$38,850
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	8,200	1,525	0	1,500	0	1,500	\$12,725

(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	7,900	1,450	19,500	3,000	0	3,000	\$34,850
(d)(3)(ii)(D) full-day kdg or pre-kdg	96,300	46,600	0	19,000	3,000	2,500	\$167,400
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	68,750	11,850	0	0	0	2,750	\$83,350
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	22,500	1,000	0	500	\$24,000
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	7,875	12,750	0	0	\$20,625
Totals by Object Code	\$983,600	\$225,475	\$346,375	\$160,750	\$20,000	\$108,750	\$1,844,950