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: __Umo$^{n}$ho$^{n}$ Nation Public School____
County-District Number: ___87-0016_____

## Introduction

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

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

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

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

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

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

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

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

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

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

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title IA school improvement page at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

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

**Use of Funds**

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

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

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

**Available Funds**

For the three year grants that begin in 2012-13, $2,487,987 are available from ESEA for these Section 1003(g) funds. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2012-13, 2013-14 and 2014-14. Districts receiving ARRA funds must complete all reporting requirements of that Act.

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

**Continued Funding**

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

**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.

**Application Writing Assistance**

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

**Application Approval Process**

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

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

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

**Applications Timelines**

Applications are due by midnight (Central Daylight Savings Time) on March 9, 2012 and should be submitted electronically to: diane.stuehmer@nebraska.gov. In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

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

**Application Contents**

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

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B –Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A completed application includes:

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

# ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

| District Name: | District Mailing Address: |
|---|---|
| Umo$^{n}$ho$^{n}$ Nation Public Elementary School<br><br>County/District Number: 87-0016 | Umo$^{n}$ho$^{n}$ Nation Public School<br>206 Main Street<br>P.O. Box 280<br>Macy, Nebraska 68039 |

District Contact for the School Improvement Grant

Name: Broderick Steed (Chief Administrator)

Position and Office: Superintendent

Contact's Mailing Address:
206 Main Street
PO Box 280
Macy, Nebraska 68039

Telephone: 1-402-837-5622

Fax: 1-402-837-5245

Email address: bsteed @esu1.org

| | |
|---|---|
| President of the School Board (Printed Name):<br>Mary Webster | Telephone:<br>1-402-870-1787 |
| Signature of the President of the School Board<br><br>X_____ | Date: |
| Authorized Representative of the District (Printed Name):<br>Broderick Steed | Telephone:<br>402-837-5622 |
| Signature of the Authorized Representative:<br><br>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 | Transform-ation |
| Umo$^{n}$ho$^{n}$ Nation Elementary School | X | | | | | | X |
| Umo$^{n}$ho$^{n}$ Nation Middle School | X | | | | | | X |
| Umo$^{n}$ho$^{n}$ Nation High School | X | | | | | | X |
| | | | | | | | |
| | | | | | | | |

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

**PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL**

**Analysis of Need and Capacity**

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

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

forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-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 district consists of the three schools; elementary, middle, and high schools. There is no real separation of individual schools as we work together to achieve common goals. No funds are being requested for any separate district support of school efforts and activities.**

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

**Umo$^{n}$ho$^{n}$ Nation Public School has over 85% highly qualified staff. The school has become a part of AdvanceED to achieve state and national accreditation. In previous years the school has combined Native American High Performance Learning Community and Comer School improvement to successfully increase communication with the community and create a child-centered school. The parents, teacher's union, community, school board, and administration will work together to recruit and employ qualified staff.**

B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

**Umo$^{n}$ho$^{n}$ Nation Public School is a Tier l school that is applying for the School Improvement Grant. We will develop a budget with the goal of improving achievement in reading, math and increasing graduation rate. We are addressing the needs of all Three Tier l school under three different applications.**

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

and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

**Umo$^{n}$ho$^{n}$ Nation Public School will continue to use ESU 1 (ESU1) for staff development. We will also use Ruby Payne and Anne T. Henderson for professional development. We will prioritize scheduling calendar days to provide workshops. The district will contract Netsys+ to provide a technology coordinator. Netsys+ is the current school provider and they will provide a professional with Microsoft certification.**

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.

**Umo$^{n}$ho$^{n}$ Nation Public School is now and will remain committed to ensuring that all the resources and programs are positioned to support the school in this intervention model. An Intervention Project Manager position, once filled, will be dedicated to the implementation and maintenance of programs and staff associated with the School Improvement Grant. The school is committed to the school receiving accreditation through AdvancED. Professional growth plans designed and developed by staff will help with staff attendance and well-being. The board of education is committed to replacing the principal and adding a Dean of Students. In addition the district will add a Curriculum and Assessment Coordinator to align the curriculum with state standards. Funds from a state grant and fund raising activities will be used in the Positive Behavior Intervention and Support program. All members of the school staff and community members will continue to be part of the School Improvement team.**

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.

**Umo$^{n}$ho$^{n}$ Nation Public School District will support any changes necessary to fully support the SIG grant ideas of increasing school time. This will include before/after school hours and summer school. The Umo$^{n}$ho$^{n}$ Nation Public School District will continue our efforts to support student with administrator placements, smaller class sizes and teacher/student mentor groups.**

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 ESU1 will continue to offer Professional Development to help train and mentor Umo$^{n}$ho$^{n}$ Nation Staff. Grant funds will be used to absorb new computers, carts, promethean boards, books and educational materials. The technology improvements we purchase with the School Improvement Grant will be on a rotating basis. Cost cutting measures implemented by the school will create added funds that will be used to fund additional positions created by the Grant. The incentives programs for staff and students will continue to be funded by using money from the general fund.**

B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading has an average statewide gain for each subgroup listed below based upon 2009-10 and 2010-11 data. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In the fall of 2012, the average statewide gain for each subgroup will be available for NeSA-M. When this information is available, the goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. 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 at least 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 at least zero). Progress is MET if a majority of the groups demonstrate an increase. | Same |
| AYP Status (includes | Fewer NOT MET AYP decisions | Same |

| | | |
|---|---|---|
| both Reading and Math) | | |
| Graduation rate (high schools only) | Measurable increase from the previous year | Same |
| College enrollment rate (high schools only) | Measurable increase from the previous year | Same |
| English proficiency | Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable) | Same |
| Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy | Measureable improvement from previous year (or baseline for initial year of grant) | Same |
| Teacher attendance and teacher performance | Measurable improvement from previous year (or baseline data for initial year of grant) | Same |

| **Statewide Average Gain – Reading (2010-11 AYP Data)** | |
|---|---|
| **Group** | **Percentage points** |
| All Students | 3.19 |
| American Indian/Alaska Native | 1.58 |
| Asian or Pacific Islander | 1.07 |
| White, Not Hispanic | 3.27 |
| Black, Not Hispanic | 3.80 |
| Hispanic | 5.02 |
| Students eligible for free and reduced lunch | 4.68 |

| | |
|---|---|
| Special Education Students | 4.6 |
| English Language Learners | 6.88 |

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

**The school used their strong leadership team to develop an action plan for success. The following is a list of names and position of team members. The entire leadership team is willing to support implementation of the School Improvement Grant.**

| | |
|---|---|
| **Broderick Steed** | **Elementary Principal/Team Leader** |
| **Gretchen Long** | **Media Specialist** |
| **Sherri Schoenfelder** | **Secondary Counselor** |
| **Gwen Frideres** | **Reading Facilitator/SAT Coordinator** |
| **Joe Schmidt** | **High School History teacher/Data and Assessment Coordinator** |
| **Rita Nickel** | **Elementary teacher/PBiS Leader** |
| **Stacie Hardy** | **Alternative Education Director/Special Education Coordinator** |
| **Veda Webster** | **Secondary Principal** |
| **Darlene Crogan** | **Alternative Education/Special Education Teacher** |
| **Brynn Hayes** | **Business Office Manager** |

B.10 Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow "pre-implementation" costs to occur within the project period. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 75 of the new guidance at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

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

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

Allowable activities for pre-implementation costs include:

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

**PART C. LEA-LEVEL BUDGET**

A LEA-level budget is needed only if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level 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 LEA-level activities and necessary to assist the school(s) to implement one of the models.

C.1 Describe the proposed activities, including the pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in LEA-level budgets.

C.2. Complete the LEA-level 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 LEA.) The link to all Budget Forms is found at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

**PART D. ASSURANCES**

The district assures that it will—

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

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

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

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

**PART E. WAIVERS**

Check each waiver that the district will implement.

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

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

## Section 2. SCHOOL LEVEL INFORMATION

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

### PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

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

School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the plan approved for the school's Title I Accountability funds under Section 1003(a). These schools must complete the Action Plan (A.3.).

- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

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

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's Title IA school improvement homepage at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d)

Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

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

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2009-10 and 2010-11. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:
http://www.education.ne.gov/documents/SOSR.html

## District Profile

**2010 - 2011**

**District Characteristics**

| District Data | State Statistics | District Statistics |
|---|---|---|
| Poverty Percentage | 42.58% | 92.24% |
| English Language Learners Percentage | 6.72% | 0.00% |
| Special Education Percentage | 15.17% | 24.61% |
| School Mobility Rate | 12.15% | 41.10% |
| Graduation Rate Percentage | N / A | N / A |
| Attendance Percentage | 95.18% | 80.85% |
| Enrollment | 298,177 | 425 |
| High School Teachers Endorsed Percentage | 95.11% | 82.50% |
| Highly Mobile Students Percentage | 4.85% | 19.77% |

**Percentage of Students Who Meets and Exceeds Standards - Reading**

| | 03 | 04 | 05 | 06 | 07 | 08 | 11 |
|---|---|---|---|---|---|---|---|
| All Students (including ELL and Special Education) | * | * | * | * | * | * | * |
| Special Education Students | * | * | * | * | * | * | * |
| English Language Learners | * | * | * | * | * | * | * |
| Gender | | | | | | | |
| Male | * | * | * | * | * | * | * |
| Female | * | * | * | * | * | * | * |
| Free / Reduced Priced Meals | * | * | * | * | * | * | * |
| Migrants | * | * | * | * | * | * | * |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Highly Mobile Students | * | * | * | * | * | * | * |
| **Race / Ethnicity** | | | | | | | |
| American Indian / Alaska Native | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * |
| Black or African American | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * | * |
| White | * | * | * | * | * | * | * |
| Two or More Races | * | * | * | * | * | * | * |

**Percentage of Students Who Meets and Exceeds Standards - Mathematics**

| | 03 | 04 | 05 | 06 | 07 | 08 | 11 |
|---|---|---|---|---|---|---|---|
| All Students (including ELL and Special Education) | * | * | * | * | * | * | * |
| Special Education Students | * | * | * | * | * | * | * |
| English Language Learners | * | * | * | * | * | * | * |
| **Gender** | | | | | | | |
| Male | * | * | * | * | * | * | * |
| Female | * | * | * | * | * | * | * |
| Free / Reduced Priced Meals | * | * | * | * | * | * | * |
| Migrants | * | * | * | * | * | * | * |
| Highly Mobile Students | * | * | * | * | * | * | * |
| **Race / Ethnicity** | | | | | | | |
| American Indian / Alaska Native | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * |
| Black or African American | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * | * |
| White | * | * | * | * | * | * | * |
| Two or More Races | * | * | * | * | * | * | * |

**Percentage of Students Meeting Standards - Science**

| | 04 | 05 | 08 | 11 |
|---|---|---|---|---|
| All Students (including ELL and Special Education) | 97.78% | N / A | 78.95% | 75.00% |
| Special Education Students | * | N / A | * | * |
| English Language Learners | ▲ | N / A | ▲ | ▲ |
| **Gender** | | | | |
| Male | * | N / A | 81.82% | 83.33% |
| Female | 96.00% | N / A | * | 66.67% |
| Free / Reduced Priced Meals | 97.78% | N / A | 82.35% | 75.00% |
| Migrants | ▲ | N / A | ▲ | ▲ |
| **Race / Ethnicity** | | | | |

| | | | | |
|---|---|---|---|---|
| American Indian / Alaska Native | 97.73% | N / A | 78.95% | 73.91% |
| Asian | ▲ | N / A | ▲ | ▲ |
| Black or African American | ▲ | N / A | ▲ | ▲ |
| Hispanic | * | N / A | ▲ | ▲ |
| Native Hawaiian or Other Pacific Islander | ▲ | N / A | ▲ | ▲ |
| White | ▲ | N / A | ▲ | ▲ |
| Two or More Races | ▲ | N / A | ▲ | * |

**Percentage of Students Meeting Standards - Writing**

| | 04 | 08 |
|---|---|---|
| All Students (including ELL and Special Education) | 97.87% | 82.35% |
| Special Education Students | 91.67% | * |
| English Language Learners | * | * |
| **Gender** | | |
| Male | 95.45% | 81.82% |
| Female | * | 83.33% |
| Free / Reduced Priced Meals | 97.87% | 80.00% |
| Migrants | * | * |
| **Race / Ethnicity** | | |
| American Indian / Alaska Native | 97.83% | 82.35% |
| Asian | * | * |
| Black or African American | * | * |
| Hispanic | * | * |
| Native Hawaiian or Other Pacific Islander | * | * |
| White | * | * |
| Two or More Races | * | * |

* 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.

**NAI - STANFORD**

| | District | | | State | | |
|---|---|---|---|---|---|---|
| Grade | Average Normal Curve Total Score (NCE Range: 1-99) | Reading | Math | Average Normal Curve Total Score (NCE Range: 1-99) | Reading | Math |
| 4th Grade | 32% | 32% | 27% | 63% | 64% | 64% |
| 8th Grade | 23% | 17% | 24% | 58% | 59% | 63% |
| 11th Grade | 33% | 30% | 35% | 50% | 48% | 55% |

*Reported in National Curve Equivalent or NCE
**See data definition.

## District Profile

**2010 - 2011**

| District Characteristics | | |
|---|---|---|
| District Data | State Statistics | District Statistics |
| Poverty Percentage | 42.58% | 92.24% |
| English Language Learners Percentage | 6.72% | 0.00% |
| Special Education Percentage | 15.17% | 24.61% |
| School Mobility Rate | 12.15% | 41.10% |
| Graduation Rate Percentage | N / A | N / A |
| Attendance Percentage | 95.18% | 80.85% |
| Enrollment | 298,177 | 425 |
| High School Teachers Endorsed Percentage | 95.11% | 82.50% |
| Highly Mobile Students Percentage | 4.85% | 19.77% |

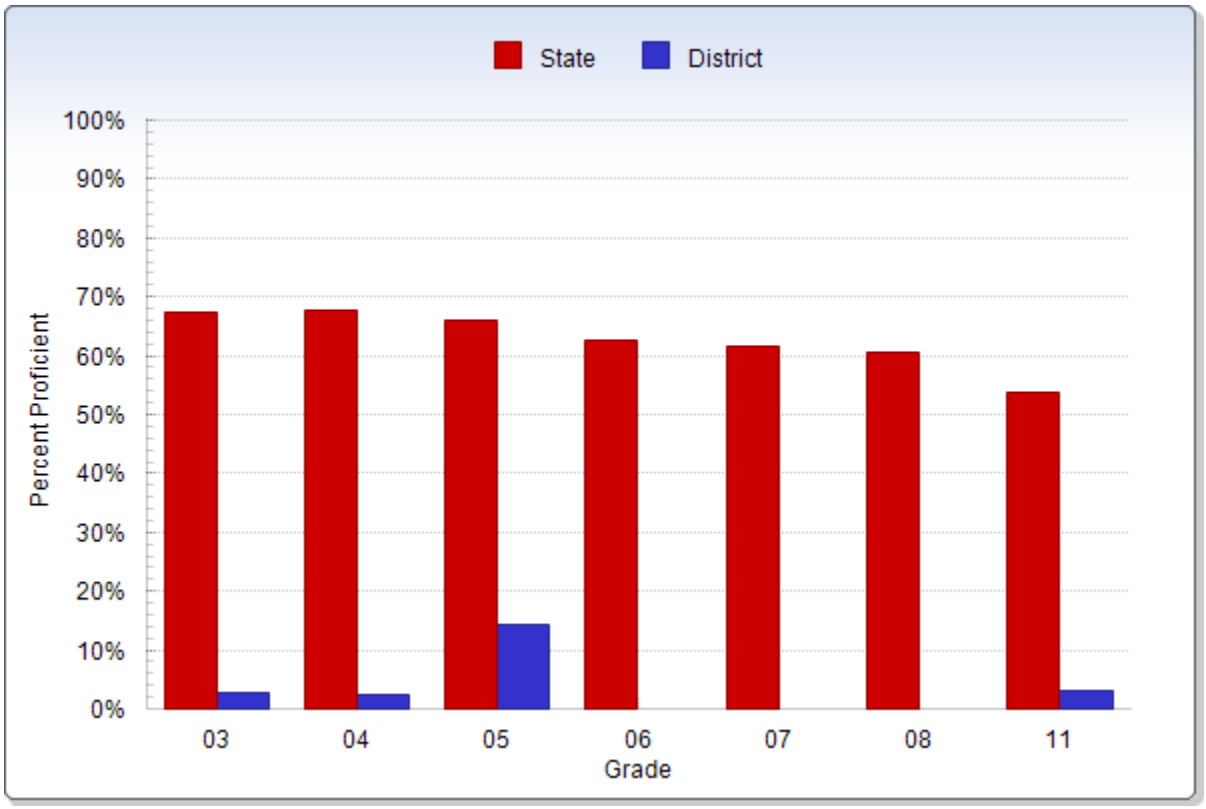
| Overall Performance Percentages for All Students Meeting or Exceeding Standards | | |
|---|---|---|
| Years | Grade 04 | Grade 08 |
| 2001-2002 | 72.73% | N / A |
| 2006-2007 | 90.00% | 60.87% |
| *2007-2008 | 93.10% | 58.06% |
| 2008-2009 | 75.86% | 86.36% |
| 2009-2010 | 96.55% | 76.19% |
| 2010-2011 | 97.87% | 82.35% |
| % of Change | ↑25.14% | ↑21.48% |

| Student Performance: Reading | | | | |
|---|---|---|---|---|
| Student Groups | 2009 - 2010 | | 2010 - 2011 | |
| | Performance | Participation | Performance | Participation |
| All students | NOT MET | MET 99.02% | NOT MET | NOT MET 93.58% |
| American Indian/Alaska Native | NOT MET | MET 99.01% | NOT MET | NOT MET 93.46% |
| Asian or Pacific Islander | * | | * | * |
| White, Not Hispanic | * | | * | * |
| Black, Not Hispanic | * | | * | * |
| Hispanic | * | | * | * |
| Students eligible for free and reduced lunch | NOT MET | MET 98.92% | NOT MET | NOT MET 93.27% |
| Special Education Students | NOT MET | MET 100.00% | ~ | ~ |
| English Language Learners | * | | * | * |

| Student Performance: Mathematics | | | | |
|---|---|---|---|---|
| Student Groups | 2009 - 2010 | | 2010 - 2011 | |
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 99.44% | NOT MET | MET 96.60% |
| American Indian/Alaska Native | MET | MET 99.44% | NOT MET | MET 96.57% |
| Asian or Pacific Islander | * | | * | * |
| White, Not Hispanic | * | | * | * |
| Black, Not Hispanic | * | | * | * |
| Hispanic | * | | * | * |
| Students eligible for free and reduced lunch | MET | MET 99.39% | NOT MET | MET 96.39% |
| Special Education Students | MET | MET 100.00% | NOT MET | NOT MET 91.84% |
| English Language Learners | * | | * | * |

**NeSA Math Scores**
**2010-2011**

**Percent Proficient By Grade**



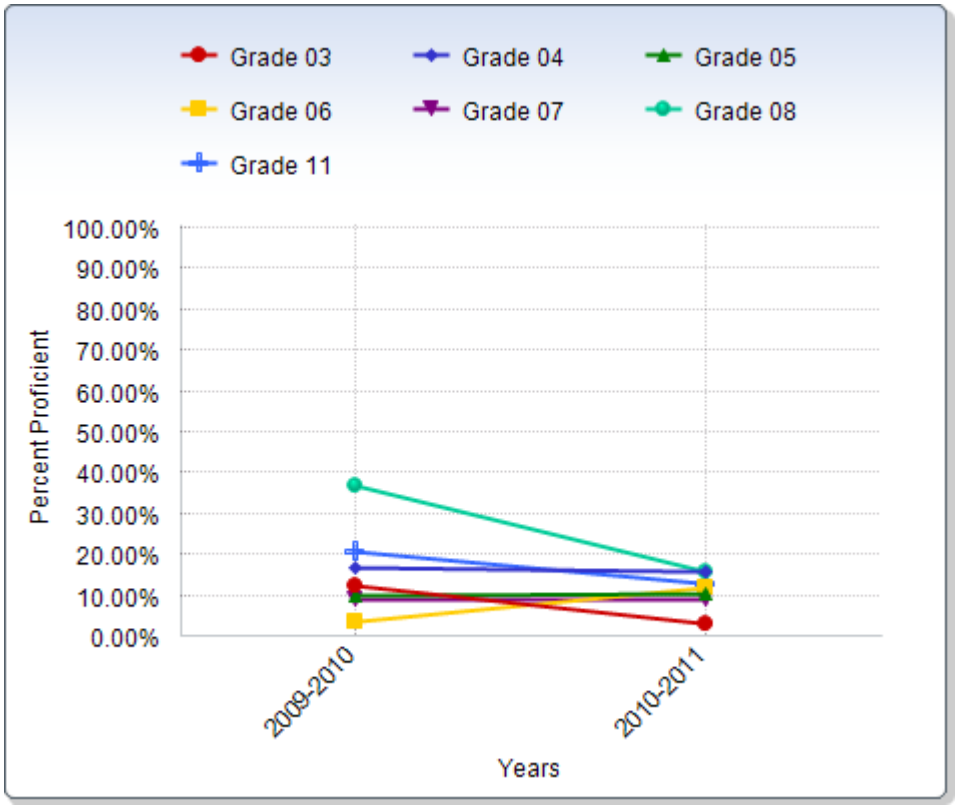

| District Average Mathematics Scale Scores: Scale Score Range 0-200 | | |
|---|---|---|
| | 2010-2011 | |
| | State | District |
| Grade 3 | 103 | 35 |
| Grade 4 | 103 | 42 |
| Grade 5 | 103 | 54 |
| Grade 6 | 100 | 27 |
| Grade 7 | 99 | 39 |
| Grade 8 | 98 | 43 |
| Grade 11 | 95 | 38 |

| Participation 2010 - 2011 | | | | |
|---|---|---|---|---|
| | Students Tested | | Students Not Tested | |
| State | 149,611 | 99.82% | 263 | 0.18% |
| District | 199 | 96.60% | * | * |

# Nebraska State Accountability NeSA - Reading

## All Students

### Percent Proficient By Grade




| District Average Reading Scale Scores: Scale Score Range 0-200 | | | | |
|---|---|---|---|---|
| | 2009-2010 | | 2010-2011 | |
| | State | District | State | District |
| Grade 3 | 101 | 55 | 104 | 50 |
| Grade 4 | 104 | 61 | 109 | 64 |
| Grade 5 | 101 | 44 | 108 | 49 |
| Grade 6 | 101 | 27 | 109 | 50 |
| Grade 7 | 104 | 55 | 110 | 44 |
| Grade 8 | 102 | 63 | 106 | 54 |
| Grade 11 | 101 | 57 | 102 | 52 |

| Participation 2010 - 2011 | | | | |
|---|---|---|---|---|
| | Students Tested | | Students Not Tested | |
| State | 149,347 | 99.85% | 227 | 0.15% |

| | | | | |
|---|---|---|---|---|
| District | 200 | 96.62% | * | * |

# District Profile

## 2009 - 2010

| District Characteristics | | |
|---|---|---|
| District Data | State Statistics | District Statistics |
| Poverty Percentage | 41.22% | 89.57% |
| English Language Learners Percentage | 6.56% | 0.00% |
| Special Education Percentage | 15.26% | 22.41% |
| School Mobility Rate | 11.89% | 47.06% |
| Graduation Rate Percentage | 0.90% | 54.84% |
| Attendance Percentage | 94.76% | 77.49% |
| Enrollment | 294,926 | 374 |
| High School Teachers Endorsed Percentage | 92.69% | 84.84% |

| Percentage of Students Who Meets and Exceeds Standards - Reading | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 03 | 04 | 05 | 06 | 07 | 08 | 11 |
| All Students (including ELL and Special Education) | * | * | * | * | * | * | * |
| Special Education Students | * | * | * | * | * | * | * |
| English Language Learners | * | * | * | * | * | * | * |
| Gender | | | | | | | |
| Male | * | * | * | * | * | * | * |
| Female | * | * | * | * | * | * | * |
| Race / Ethnicity | | | | | | | |
| American Indian / Alaska Native | * | * | * | * | * | * | * |
| Asian or Pacific Islander | * | * | * | * | * | * | * |
| White, Not Hispanic | * | * | * | * | * | * | * |
| Black, Not Hispanic | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * |
| Free / Reduced Priced Meals | * | * | * | * | * | * | * |
| Migrants | * | * | * | * | * | * | * |

| Percentage of Students Meeting Standards - Mathematics | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 03 | 04 | 05 | 06 | 07 | 08 | 11 |
| All Students (including ELL and Special Education) | 87.76% | * | 73.08% | 90.00% | 84.21% | 92.31% | 80.95% |
| Special Education Students | * | * | * | * | * | * | * |
| English Language Learners | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| **Gender** | | | | | | | |
| Male | 85.71% | * | 85.71% | * | * | * | * |
| Female | 89.29% | * | 58.33% | 93.75% | * | * | 60.00% |
| **Race / Ethnicity** | | | | | | | |
| American Indian / Alaska Native | 87.76% | * | 73.08% | 90.00% | 84.21% | 92.31% | 80.95% |
| Asian or Pacific Islander | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| White, Not Hispanic | ▲ | * | ▲ | ▲ | ▲ | ▲ | ▲ |
| Black, Not Hispanic | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| Hispanic | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| Free / Reduced Priced Meals | 87.23% | * | 75.00% | 94.12% | 82.35% | 91.67% | 76.47% |
| Migrants | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |

| Percentage of Students Meeting Standards - Science | | | | |
|---|---|---|---|---|
| | 04 | 05 | 08 | 11 |
| All Students (including ELL and Special Education) | * | N / A | 88.89% | 94.74% |
| Special Education Students | * | N / A | * | * |
| English Language Learners | ▲ | N / A | ▲ | ▲ |
| **Gender** | | | | |
| Male | * | N / A | 80.00% | * |
| Female | * | N / A | * | * |
| **Race / Ethnicity** | | | | |
| American Indian / Alaska Native | * | N / A | 88.89% | 94.74% |
| Asian or Pacific Islander | ▲ | N / A | ▲ | ▲ |
| White, Not Hispanic | * | N / A | ▲ | ▲ |
| Black, Not Hispanic | ▲ | N / A | ▲ | ▲ |
| Hispanic | ▲ | N / A | ▲ | ▲ |
| Free / Reduced Priced Meals | * | N / A | 88.24% | 92.86% |
| Migrants | ▲ | N / A | ▲ | ▲ |

| Percentage of Students Meeting Standards - Writing | | | |
|---|---|---|---|
| | 04 | 08 | 11 |
| All Students (including ELL and Special Education) | 96.55% | 76.19% | 95.45% |
| Special Education Students | * | * | * |
| English Language Learners | * | * | * |
| **Gender** | | | |
| Male | * | * | * |
| Female | * | * | * |
| **Race / Ethnicity** | | | |
| American Indian / Alaska Native | * | 76.19% | 95.45% |
| Asian or Pacific Islander | * | 76.19% | 95.45% |
| White, Not Hispanic | * | 76.19% | 95.45% |
| Black, Not Hispanic | * | 76.19% | 95.45% |
| Hispanic | * | 76.19% | 95.45% |
| Free / Reduced Priced Meals | 96.30% | 78.95% | * |
| Migrants | N / A | N / A | N / A |

Complete the table below using 2010-11 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 | NA |
| (2) Graduation rate (AYP graduation rate for high schools only) | NA |
| (3) College enrollment rate (high schools only) | NA |
| **Leading Indicators** | |
| (4) Number of minutes within the school year | 67440 |
| (5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only) | 0 |
| (6) Dropout rate (total for high schools only) | 16.28 |
| (7) Student attendance rate | 80.85 |
| (8) Discipline incidents (suspensions, expulsions as reported to NDE) | 100 |
| (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).

**Umo$^{n}$ho$^{n}$ Nation Public Schools has adopted the AdvancED accreditation process as our way to steer our education in a positive manner. The three areas of major concern at Umo$^{n}$ho$^{n}$ Nation Public School in the elementary are attendance, reading and math. We will use an array of different tools to establish a more productive and successful school. The grant funds will establish a consistent math program. The reading tutors will help create smaller class sizes for reading. They will also be able to work on interventions for students struggling in reading. The school is dedicated to providing our staff with more professional development opportunities which will help them to develop techniques and stronger instructional programs.**

**The Alternative Education Program will offer credit recovery through the on-line program OdysseyWARE and other develop materials to increase academic achievement.**

**A Truancy Officer will be hired to monitor attendance issues and check on our students to encourage them to attend classes. A Dean of Students will be involved with behaviors and visit with students to develop a plan for success.**

(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?

**Umo$^{n}$ho$^{n}$ Nation currently has an afterschool program that we would like to expand to offer more instructional hours. The school would also expand the parent and community involvement by offering evening activities conducted by our staff Peer Learning Communities. The school's actions would be to hire staff such as a certified mental health professional, and reading tutors which will help the school address specific student's needs.**

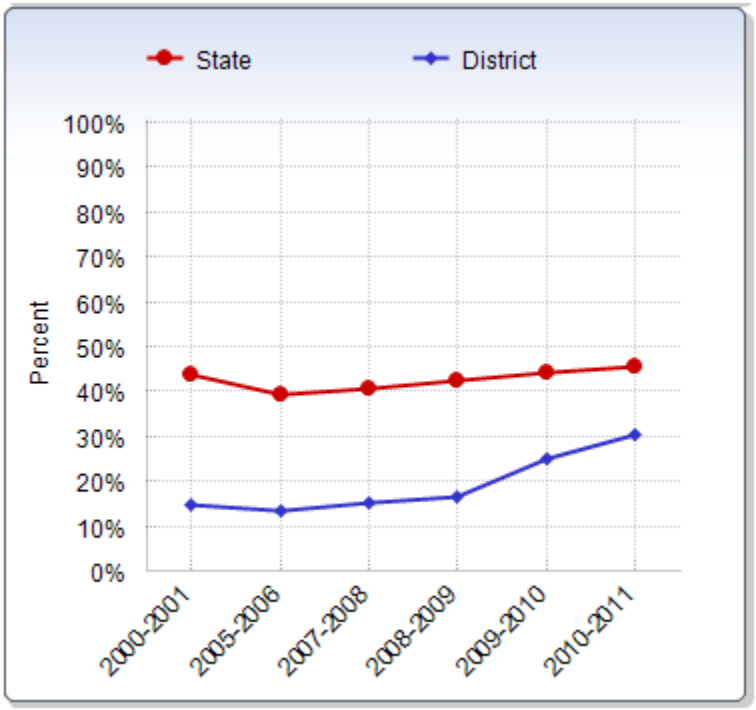
**The Umo$^{n}$ho$^{n}$ Nation School is in dire need of a technology upgrade in terms of hardware and software. To continue to have our students competitive in today's society. They must be familiar with the technology used in higher grades and this grant will allow the school to prepare students. We will need to train Umo$^{n}$ho$^{n}$ Nation Staff on the use of this technology. A**

**Technology Coordinator is required to install, maintain the new equipment and educate the school's staff on the use of new technology.**

(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?

**Most of our elementary school staff has a bachelor's degree with additional graduate hours. As a district we are closing the gap of teachers with master degrees as it relates to the state average. Many of our staff have opportunities to enhance their professional development. The biggest obstacle is sharing the information with teachers and other staff. Umo$^{n}$ho$^{n}$ Nation Public School will set aside time to share professional development during monthly meetings.**

**We have already implemented Charlotte Danielson Evaluations System which will help evaluate teacher success. This will help with improve MAP testing, NeSA scores, AIMSweb, and graduation rates. We need to purchase additional books for all new staff being hired.**




(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?

**Umo$^{n}$ho$^{n}$ Nation Public School uses Collaborative Learning, Curriculum Mapping, software to assist the Curriculum and Assessment Coordinator in aligning the current curriculum with Nebraska State Standards. All decisions made regarding curriculum enforcement or changes will be coordinated by the Curriculum and Assessment Coordinator will be offered professional development opportunities examining best teaching practices that will be attended year round. The workshops and conferences will focus on assessing data, differentiated instruction, and overall instructional and school improvement.**

(e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, School-wide 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 goal of Umo$^{n}$ho$^{n}$ Nation Public School is to improve student achievement. The Dean of Students will assist to improve discipline, attendance, and instruction. Theses duties are now shared by the principal and guidance counselor. The time spent performing all these additional duties seem to lessen opportunities for the principal to form meaningful and productive relationships with staff and students. Consequently, the principal is limited in the ability to help foster the essential relationships between students and teachers needed to help promote success. The elementary counselor needs to be provided time to help in the emotional and educational development of our students. We believe with the addition of a Dean of Students, areas of concern will be addressed and we will see an increase in the reading and math scores.**

**The Elementary School will provide before school and after school tutoring. Students will have access to certified teachers who will be able to boost reading and math skills. This will help greatly because many students do not have the extra help needed to do their homework at home. Students will be able to access computers and other resource to do credit recovery or work on assignments needed. Providing extra time for students to increase their education will be a strong step to increasing reading and math scores.**

(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.

**Umo$^{n}$ho$^{n}$ Nation Public School has adopted the AdvancED accreditation process as our way to steer our education in a positive manner. All staff including administration and the school**

**board along with community members met and discussed the needs of Umo$^{n}$ho$^{n}$ Nation Public School and selected the transformation intervention model.**

**The leaders of this committee met in Lincoln, ESU1, and the school to discuss action plans on transformation model interventions needed to successfully influence the education of our students.**

A.2. Action Plans

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

## Four School Intervention Models (from USDE Guidance)

*(a) Turnaround model:*

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

- *(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
- *(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
  - *(A) Screen all existing staff and rehire no more than 50 percent; and*
  - *(B) Select new staff;*
- *(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
- *(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
- *(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
- *(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
- *(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
- *(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*

*(ix) Provide appropriate social-emotional and community-oriented services and supports for students.*

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

*(i) Any of the required and permissible activities under the transformation model; or*

*(ii) A new school model (e.g., themed, dual language academy).*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

*(2) Comprehensive instructional reform strategies.*

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

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

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

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

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

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

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

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

*(E) In secondary schools--*

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

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

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

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

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

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

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

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

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

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

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

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

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

*(4) Providing operational flexibility and sustained support.*

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

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

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

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

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

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

Completing the Action Plans

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

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

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

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

indicate the school will be able to implement the intervention model in the first year and to fully implement the model within the three years of funding.

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

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

| Transformation Intervention Model - 1 | |
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| Requirement (1A): Developing and increasing teacher and school leader effectiveness<br>(A) Replace the principal who led the school prior to commencement of the transformation model<br>**NOTE: This requirement is an option for Tier III schools.** | |
| Activity | The current Elementary school principal will be replaced. To improve discipline, attendance, and instruction, Umo$^{n}$ho$^{n}$ Nation Public Elementary School will hire a Dean of Students. The Dean of Students will be responsible for discipline and attendance. These duties are now shared by the elementary school principal and the guidance counselor.<br><br>The poverty level at Umo$^{n}$ho$^{n}$ Nation Public Elementary School is 90% compared to the state level of 40%. In addition, the district mobility is over 40%. These statistics coupled with an unemployment rate that is cited as one of the highest in the nation, shows a real need for consistent programs and leadership at the elementary level. Currently, the principal and guidance counselor duties include but are not limited to: School Improvement Coordination, state reporting, supervising sponsors, school safety, coordinating school-community (tribal) partnerships, discipline, attendance, truancy, parent contact, home visits, managing grants, scheduling, and school calendar creation.<br><br>The time spent performing all these additional duties, seems to lessen opportunities for the principal to form meaningful and productive relationships with staff and students. Consequently, the principal is limited in the ability to help foster the essential relationships between students and teachers needed to help promote success. The elementary school counselor needs time to help in the emotional and educational development of our students. With the addition of a Dean of Students areas of concern will be addressed and we will see an increase in reading and math scores and in promotion rate. |
| Key steps | 1. Replace Elementary Principal<br>2. Principal attend training<br>3. Advertise for the Dean of Students position<br>4. Hire the Dean of Students<br>5. Allocate duties to the Dean of Students |

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| | 6. Dean of Students attend training |
| Start Date | August 1, 2012 |
| Full implementation date | August 1, 2012 |
| Person(s) responsible | Superintendent |
| Monitor and evaluate | Superintendent (evaluations: two per year during the first three years of employment |
| Cost for three years | Dean of Student & Principal Training<br><br>Year 1: $5,000<br><br>Year 2: $ 2,000<br><br>Year 3: $ 2,000<br><br>Salary, Fringe Benefits/Taxes: Dean of Students<br><br>Year 1: $60,160 + $26,999<br><br>Year 2: $61,964 + $27,809<br><br>Year 3: $63,823 + $28,643<br><br>SUB TOTAL: $269,398<br><br>TOTAL: $278,398 |
| **Transformation Intervention Model - 2** | |
| Requirement (1B): Developing and increasing teacher and school leader effectiveness<br>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--<br>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and<br>(2) Are designed and developed with teacher and principal involve | |
| Activity | Umo$^{n}$ho$^{n}$ Nation Public Elementary School adopted Charlotte Danielson's Framework for Teaching as its tool for teacher and administrator evaluations. The Danielson model is an evaluation system that takes student growth into consideration. Sue Pressler trained all administrators and several teachers in the model. The administrators received additional training to help them become the highest quality evaluators. |

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| | Administrators and teachers who attended Pressler's workshop trained other certified personnel during in-services prior to the start of the 2011-2012 school year.<br><br>In an effort to promote professional growth each teacher and administrator will be required to design and develop a plan of professional growth. Each plan must address behavior management, curriculum/instructional strategies, and physical and emotional health. The plan is necessary to encourage staff members to engage in self-assessment and self-critiquing. It is also extremely important for teachers and administrators to invest time and effort in their physical and emotional health.<br><br>The professional growth plan can be developed by an individual or team; as long as the goals are to improve teacher practices, teacher health, and student improvement. The educational portion of the professional growth plan should be sustainable in order to be valid and should include opportunities for enhancing previously obtained skills and promote the introduction of new skills. The educator's physical health portion of the plan can be enhanced by a somewhat regimented physical activity schedule. Administrators will also be required to assist in developing plans for staff. |
| Key steps | 1. Each School Improvement standard committee will research various models of professional growth plans.<br><br>2. Each committee will develop a professional growth plan format.<br><br>3. The chair of each committee will present their plan at a Leadership meeting.<br><br>4. The Leadership team will identify key components of each growth plan and formulate a single comprehensive instrument with a rubric (indicator of growth, one area for growth, specific strategies, etc.).<br><br>5. The chair will take the single plan back to the committees for review and discussion.<br><br>6. The Professional Growth Plan model will be disseminated to the staff.<br><br>7. Training for implementation of the Professional Growth Plan model will be provided.<br><br>8. Certified employees will have free access for the use of the Tribal |

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| | Wellness Facilities and/or reimbursed $25 per month towards fitness memberships at another facility.<br><br>9. All Certified staff members will be provided with a copy of Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching |
| Start Date | August 2012 |
| Full implementation date | May 2013 |
| Person(s) responsible | Teachers and Administration<br><br>Intervention Project Manager will provide the training for implementation of the Professional Growth Plan Model |
| Monitor and evaluate | Leadership Team will review the Professional Growth Plan Model during each school year. |
| Cost for three years | Charlotte Danielson Books (10 books= $200)<br><br>Membership fee for a health facility $25 X 30 people X 12 months = $9,000 per year<br><br>3 Years Total: $27,000 (Middle $2,700, High$ 5,400, Elem.$18,900)<br><br>Compensation $125 per day for Leadership Team writing & reviewing of the Professional Growth Plan x10 people=$ 1,250 per year (Middle $416, High $416, Elem $416)<br><br>$1000 for supplies per year (Elem)<br><br>Year 1: $10,450<br><br>Year2: $10,250<br><br>Year3: $10,250<br><br>TOTAL: $30,950 |

**Transformation Intervention Model - 3**

Requirement (1C): Developing and increasing teacher and school leader effectiveness

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

**NOTE: This requirement is an option for Tier III schools.**

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| Activity | Umo$^{n}$ho$^{n}$ Nation Public Elementary School staff will be rewarded monthly for perfect attendance. Examples of rewards: additional prep time, public recognition, prizes and treats. |
| Key steps | 1. Design a monthly reward system with input from elementary school staff. An example of rewards would be dismissal at school bell, recognition t-shirt, voucher for classroom materials or special treats.<br>2. Implement the plan at the first faculty meeting.<br>3. Take suggestions from the staff for other rewards they would like to see.<br>4. Year 1 target goal: reduce absences by 10%<br>Year 2 target goal: reduce absences by an additional 10%<br>Year 3 target goal: reduce absences by an additional 5% |
| Start Date | August 2012 |
| Full implementation date | September 2012 |
| Person(s) responsible | Direct Supervisors |
| Monitor and evaluate | Intervention Project Manager<br>The monthly attendance data will be tracked to determine if there is improvement in staff attendance. If the information demonstrates the strategy is not assisting with improved staff attendance, this portion of the plan will be revamped. |
| Cost for three years | Year 1: $2,000<br>Year 2: $2,200<br>Year 3: $2,420<br>Total: $6,620 |
| **Transformation Intervention Model - 3** | |
| Requirement (1C): Developing and increasing teacher and school leader effectiveness<br>(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<br>**NOTE: This requirement is an option for Tier III schools.** | |

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| Activity | Umo$^{n}$ho$^{n}$ Nation Public Elementary School students will complete the MAP testing, NeSA, and AIMSweb testing. If growth is demonstrated on the MAP testing, NeSA, and AIMSweb testing, and grade point averages. Gift cards will be distributed to staff members who have the pupils in their mentor groups. |
| Key steps | 1. The data team will determine appropriate levels of student growth.<br>2. Establish high school mentor groups<br>3. Data retreats will occur each time test results are received to go over results.<br>4. Growth levels will be calculated.<br>5. Gift cards will be purchased by the Principal and then distributed to the qualifying staff members. |
| Start Date | August 2012 |
| Full implementation date | August 2012 |
| Person(s) responsible | Data Team and Principal |
| Monitor and evaluate | Data Team will determine the appropriate level of student growth. Each year the student growth levels will be reviewed to determine the appropriate increase. |
| Cost for three years | Estimated cost<br>Year 1: $4,000 ($25 gift cards awarded three times per year). (Elem. 2,800, High $800, Middle $400)<br>Year 2: $4,000 ($25 gift cards awarded three times per year). (Elem. 2,800, High $800, Middle $400)<br>Year 3: $4,000 ($25 gift cards awarded three times per year). (Elem. 2,800, High $800, Middle $400)<br>TOTAL: $12,000 |
| **Transformation Intervention Model - 4** | |
| Requirement (1D): Developing and increasing teacher and school leader effectiveness<br>(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 | |

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| | 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 | Umo$^{n}$ho$^{n}$ Nation Elementary School participates in professional development opportunities offered by ESU1. This will include but is not limited to: MAP Training, AIMSweb, DIBELS, subject specific training, technology training, etc. Teachers and Administrators will also attend state and national trainings related to school improvement and cultural integration and awareness.<br><br>As a member of the Native American Consortium, appropriate staff from Umo$^{n}$ho$^{n}$ Nation Elementary School will participate in activities sponsored by the group that include: Superintendents' meetings, Native American Advisory Committee, and Ruby Payne. |
| Key steps | 1. Contract Services from ESU1<br><br>~~2. Participate in Native American Symposium~~<br><br>3. Participate in Ruby Payne consultation<br><br>~~4. Four staff members attend AdvancED Conference~~<br><br>5. Participate in Native American Advisory Committee meetings<br><br>6. Participate in administrator approved state and national professional development opportunities<br><br>7. Participate in professional development and culture awareness opportunities<br><br>8. Pay for professional development half days |
| Start Date | August 2012 |
| Full implementation date | January 2013 |
| Person(s) responsible | Intervention Project Manager and Administration |
| Monitor and evaluate | Intervention Project Manager and Administration |
| Cost for three years<br><br>The cost will be split by | Professional Development Half Days $5,625 per year (Elem.- $2,250, High-$2,250, Middle-$1,125) |

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| the three schools | Year 1: $2,000 + $2,250<br><br>Year 2: $2,000 + $2,250<br><br>Year 3: $2,000 + $2,250<br><br>TOTAL: $6,000 +$6,750 = $12,750 |
| **Transformation Intervention Model - 5** | |
| Requirement (1E): Developing and increasing teacher and school leader effectiveness<br>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school | |
| Activity | According to current contract (2011-2012) Umo$^{n}$ho$^{n}$ Nation Public Elementary School certified staff members are allowed 20 paid time off days per year. Certified staff can accumulate 60 paid time off days and are paid $50 per day for any days over 60 days at the end of the year.<br><br>It is the belief teacher absences are linked to low student achievement. When teachers and administrators are absent it can negatively impact student achievement. It has been noted that this is especially true when related to schools with a high rate of poverty.<br><br>Umo$^{n}$ho$^{n}$ Nation Public Elementary School will establish and maintain an end of semester monetary reward system for certified staff members who meet the attendance goal.<br><br>• A financial incentive of $1000 to reward staff of perfect attendance will be granted each semester.<br><br>• A financial incentive of $750 to reward staff of 8 or less hours missed will be granted each semester.<br><br>• A financial incentive of $500 to reward staff of more than 8 to 16 hours missed will be granted each semester.<br><br>• A financial incentive of $250 to reward staff of more than 16 to 24 hours missed will be granted each semester.<br><br>• Any absence including personal, professional, sick, bereavement, military, jury duty will be considered as loss of hours. Only exception is administrative.<br><br>We also want to encourage our teachers to do more professional development. The school will hire subs to cover their classes. The School has discovered that when we don't hire subs and have larger class sizes both academic and behaviors are negatively affected. |

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| Key steps | 1. Design and implement an end of semester monetary reward system for certified staff attendance.<br>2. Hire subs when needed to keep class sizes smaller and reduce inappropriate behavior. |
| Start Date | August 2012 |
| Full implementation date | September 2012 |
| Person(s) responsible | Principals |
| Monitor and evaluate | Intervention Project Manager<br><br>Year 1 Target district goal: Average will be reduced by 10%<br><br>Year 2 Target district goal: Average will be reduced by an additional 10%<br><br>Year 3 Target district goal: Average will be reduced by an additional 5% |
| Cost for three years | Sub pay- $58,000 per year (Elem. 40,600, High $11,600, Middle $5,800)<br><br>21,000 per year ( Elem. $14,700, High $4,200, Middle $2,100)<br><br>Year 1: $79,000<br><br>Year 2: $79,000<br><br>Year 3: $79,000<br><br>TOTAL: $237,000 in 3 years |
| **Transformation Intervention Model - 6** | |
| Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards | |
| Activity | The Curriculum Committee will meet to research possible choices for a math curriculum and reading curriculum that is research based and aligned to academic standards with input from Leadership Team. The school will first focus on math since there is no consistent program being used in the elementary area.<br><br>As of right now the Umo$^{n}$ho$^{n}$ Nation Elementary is using Success for All (SFA). We have noticed a decline in reading scores due to being under staffed. This program is designed to have smaller reading classes with tutors to help struggling readers. We have not been able to support this reading program effectively because lack of funding. The school feels the students would make improvements in reading if we were fully staffed. We would like to incorporate several days of training to help refresh teachers on the reading program. The reading programs resources are in poor shape |

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| | or missing. We will use grant money to replace & replenish the resources.<br><br>The elementary school will use DIBLES as another resource to collect data on our children's reading abilities.<br><br>Umo$^{n}$ho$^{n}$ Nation Public Elementary School will conduct monthly AdvancED team meetings to examine and analyze student's data during which we will identify, select and review instructional practices necessary to fully implement our school improvement process. The curriculum committee will meet periodically to review instructional practices and curriculum alignment. |
| Key steps | 1. Review data and determine instructional needs<br>2. Provide calendar changes necessary to accommodate AdvancED team meetings and curriculum alignment<br>3. Provide staff development to examine and analyze student data<br>4. Review data and evaluate academic success<br>5. Procure a K-6 math curriculum and reading curriculum<br>6. Purchase reading resources to help enhance reading program.<br>7. Purchase Dibbles Next |
| Start Date | August 2012 |
| Full implementation date | October 2013 |
| Person(s) responsible | Curriculum Assessment Coordinator |
| Monitor and evaluate | Curriculum Assessment Coordinator |
| Cost for three years | Elementary new math curriculum $35,000<br><br>Dibbles starting costs $1,500 (Resources & software)<br><br>Dibbles data software $250 per year<br><br>Reading resources & curriculum $40,000<br><br>Year 1 $76,750<br><br>Year 2 $7,750 |

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| | Year 3 $7,750<br><br>TOTAL: $92,250 |
| **Transformation Intervention Model - 7** | |
| Requirement (vii): Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students | |
| Activity | Umo$^{n}$ho$^{n}$ Nation Public Elementary School will promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.<br><br>Jim Hopkins, ESU1, is in the process of creating a data storage system for Umo$^{n}$ho$^{n}$ Nation Public School. The storage system will encompass MAP testing, AIMSweb and NeSA scores. This data will be used as a basis to make instructional and curriculum decisions and guide classroom practices. Umo$^{n}$ho$^{n}$ Nation Public school will conduct trainings for all certified staff members on the C4L testing system and the usage of student scores to improve classroom instruction. The district's AdvancED Leadership team, MAP coordination team and assessment coordinator will work to correlate and analyze information collected by the system. This information will be used to identify students in need of additional assistance and to adjust the curriculum as necessary. Team members who work outside of contract hours in data analysis will be compensated. |
| Key steps | 1. Jim Hopkins will enter data into data storage system at ESU1<br>2. Establish dates to analyze the data<br>3. Establish dates to train staff on analyzing data<br>4. Train faculty on C4L testing system |
| Start Date | August 2012 |
| Full implementation date | May 2013 |
| Person(s) responsible | Jim Hopkins, AdvancEd Leadership Team, Curriculum & Assessment Coordinator |
| Monitor and evaluate | Curriculum & Assessment Coordinator |
| Cost for three years | The school will us contract days to have this retreat |

| Transformation Intervention Model - 8 | |
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| Requirement(3A): Increasing learning time and creating community-oriented schools<br>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | Positive Behavioral Interventions and Support (PBiS) was implemented in the elementary school during the 2008-2009 school year. PBiS is a school wide discipline methods that provides proactive strategies for defining, teaching, and supporting appropriate student behavior. This program uses (SWIS) School-Wide Information System data to help improve behaviors in school. In addition to the elementary school doing PBiS we are working with Nebraska Department of Education to bring the GBG (Good Behavior Game) to the lower elementary. It is one of the few research based classroom management programs. |
| Key steps | 1. Two members will be added to the PBiS team from the secondary school to have a well-rounded group for our team.<br>2. The team will plan assemblies to celebrate good behaviors.<br>3. Train elementary staff with GBG |
| Start Date | August 2012 |
| Full implementation date | May 2014 |
| Person(s) responsible | Dean of Students, PBiS team |
| Monitor and evaluate | Each month the PBiS team will evaluate SWIS data to determine improvements needed. |
| Cost for three years | Incentives for Elementary School good behavior:<br>Year 1 $500<br>Year 2 $500<br>Year 3 $500<br>TOTAL: $1,500.00 |
| **Transformation Intervention Model - 8** | |
| Requirement(3A): Increasing learning time and creating community-oriented schools<br>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | With ever changing technology, staff and students need computers that are compatible with programs and peripheral hardware. Every teacher will receive a new computer. Computers will be added for the students to |

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| | access programs for credit recovery and classes. |
| Key steps | 1. Research the cost and type computers.<br>2. Purchase computers for elementary school student computer labs<br>3. Purchase a computer for each elementary school teacher. |
| Start Date | August 2012 |
| Full implementation date | November 2012 |
| Person(s) responsible | Technology Coordinator |
| Monitor and evaluate | Administration |
| Cost for three years | Year 1 24 computers at $1,300 = $31,200<br>Year 2 20 computers at $1,300 = $26,000<br>Year 3 20 computers at $1,300 = $26,000<br>TOTAL: $83,200 |
| **Transformation Intervention Model - 8** | |
| Requirement(3A): Increasing learning time and creating community-oriented schools<br>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | Promethean boards will be purchased for designated classrooms<br>Purchase lap tops and carts for rolling smart board |
| Key steps | 1. Purchase promethean boards for designated areas<br>2. Install appropriate software, and provide training for staff. |
| Start Date | September 2012 |
| Full implementation date | April 2015 |
| Person(s) responsible | Technology Coordinator |
| Monitor and evaluate | Administration and Technology Coordinator |

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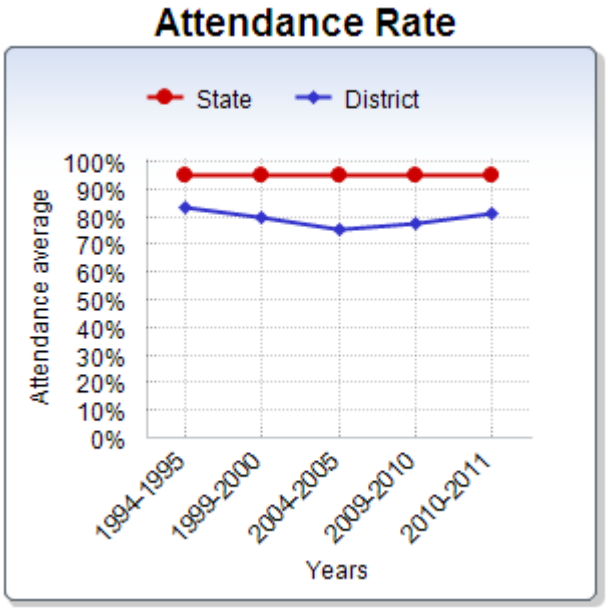
| Cost for three years | Training $3,000 (Elem.-$ 2,100, High-$600, Middle-$300)<br><br>Year 1 2 promethean boards $12,000<br><br>Year 1 4 carts = $ 1,200<br><br>TOTAL: $ 13,200 |
| **Transformation Intervention Model - 8** | |
| Requirement(3A): Increasing learning time and creating community-oriented schools<br>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | The school will purchase site license for OdysseyWARE. The program will be utilized by students for credit recovery and to supplement the regular education curriculum. |
| Key steps | 1. Purchase licenses and provide training to staff |
| Start Date | July 2012 |
| Full implementation date | September 2012 |
| Person(s) responsible | Technology Coordinator |
| Monitor and evaluate | Technology Coordinator, Alternative Education Director, Classroom Teachers |
| | The school purchased it spring of 2012 |
| **Transformation Intervention Model - 8** | |
| Requirement(3A): Increasing learning time and creating community-oriented schools<br>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | The school will enhance the after school program for tutoring, culture related activities, wellness activities, and increased academic learning time. |
| Key steps | 1. Hire additional certified staff to work the after school program |
| Start Date | August 2012 |
| Full implementation date | May 2013 |
| Person(s) responsible | Project Washkon Director |
| Monitor and evaluate | Project Washkon Director |

| | |
|---|---|
| Cost for three years | $25 per hour X 1.5 hours X 4 days per week X 2 people = 14,400<br><br>$35 per hour while driving with Level 1 pupil transportation license ($35 X 1 people X 2 hrs. per week X 36 weeks =$ 2,520)<br><br>Year 1 $16,920 (Elem $11,844, High $3,384, Middle $1,692)<br><br>Year 2 $16,920 (Elem $11,844, High $3,384, Middle $1,692)<br><br>Year 3 $16,920 (Elem $11,844, High $3,384, Middle $1,692)<br><br>Total: $ 50,760 |
| **Transformation Intervention Model - 8** | |
| Requirement(3A): Increasing learning time and creating community-oriented schools<br>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | The school will create a before-school program for tutoring to provide increased learning time and educational enrichment. |
| Key steps | 1. Hire certified staff and aids to work the before school program |
| Start Date | August 2012 |
| Full implementation date | May 2013 |
| Person(s) responsible | Administration |
| Monitor and evaluate | Administration |
| Cost for three years | Certified Staff $25 per hour X 1hour X 5 days per week X 2 people = $8,250<br><br>Aid $10.50 X 1hour X 5 days X 1 person= 1,732.5<br><br>Year 1 $9,983<br><br>Year 2 $9,983<br><br>Year 3 $9,983<br><br>TOTAL: $29,949 (Elem. $20,964, High $5,899, Middle $ 2,995) |
| **Transformation Intervention Model - 8** | |
| Requirement(3A): Increasing learning time and creating community-oriented schools<br>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | The school will develop a summer school program to enhance concepts taught earlier in the year and grade completion. This will increase learning time & enrichment |

| | |
|---|---|
| Key steps | 1. Assess students' academic needs<br>2. Provide classes for needed instruction<br>3. Set up schedule for days and time instruction will take place<br>4. Hire certified staff and administrator |
| Start Date | August 2012 |
| Full implementation date | June 2013 |
| Person(s) responsible | Administrator, teachers, leadership team |
| Monitor and evaluate | Administrator |
| Cost for three years | This will be covered by the school |
| **Transformation Intervention Model - 9** | |
| Requirement(3B): Increasing learning time and creating community-oriented schools<br>(B) Provide ongoing mechanisms for family and community engagement | |
| Activity | The staff will be trained on PLCs and their use within the school by ESU1. Each staff member will be given the book Professional Learning Community – *Beyond the Bake Sale* by Anne T. Henderson, Vivian Johnson, Karen L. Mapp, and Don Davies. This book is filled with ideas about how to form essential partnerships and ways to try and make them work. Each AdvancEd group would read one chapter per meeting. Each group will then formulate a plan of implementation, follow through with the plan, and review how the strategy worked. This is designed to provide family and community engagement and create a community-oriented school. |
| Key steps | 1. Order books<br>2. Schedule AdvancED meetings<br>3. Implement the plans<br>4. Evaluate the process |
| Start Date | August 2012 |
| Full implementation date | May 2015 |
| Person(s) responsible | AdvancEd Leadership Team<br>Intervention Project Manager |

| | |
|---|---|
| Monitor and evaluate | Intervention Project Manager will gather data from evaluations of PLC projects |
| Cost for three years<br><br>Split cost between 3 schools | *Beyond the Bake Sale* books for the staff $20.00 x 70 = $1400<br><br>Supplies (Family Night)- $8000 per year<br><br>Year 1: 9,400 (Elem.- $6,580, High-$1,880, Middle-$940)<br><br>Year2: 8,000 (Elem.-$5,600, High-$1,600, Middle-$800)<br><br>Year3: 8,000 (Elem.-$5,600, High-$1,600, Middle-$800)<br><br>TOTAL: $17,780 |

| **Transformation Intervention Model - 10** | |
|---|---|
| Requirement(4A): Providing operational flexibility and sustained support<br>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates | |
| Activity | The attendance rate for Umo$^{n}$ho$^{n}$ Nation Public Elementary School is significantly lower than the state average. It is the belief that students' attendance correlates with high school completion. The low attendance rates create a need for a full-time truancy officer/attendance coordinator. The responsibilities for this individual would include the Nebraska Student and Staff Record System (NSSRS) monthly excessive absenteeism report, ensuring student attendance is accurate and up-to-date, informing the administration who is not in school, addressing students who are not in attendance due to the twenty day rule, collaborating with the Omaha Tribal courts, and making phone calls to parents/guardians. |

| | |
|---|---|
| |  |
| Key steps | 1. Create job description for truancy officer/attendance coordinator<br>2. Advertise for the position<br>3. Hire someone for the position<br>4. Provide training<br>5. Orient new hires to the community, staff, students, and tribal agencies |
| Start Date | August 2012 |
| Full implementation date | August 2012 |
| Person(s) responsible | Intervention Project Manager |
| Monitor and evaluate | Administration and Intervention Project Manager<br><br>Decisions about individual's job requirements will be determined and adjusted as assigned |
| Cost for three years<br><br>Cost is split between 3 schools | Training: $334 per year<br><br>Salary, Fringe benefits/taxes:<br><br>Year 1: $8,000 + $7,070<br><br>Year 2: $8,937 + $7,220<br><br>Year 3: $9,101 + $7,238 |

| | |
|---|---|
| | SUB TOTAL: $26,038 + $21, 528<br><br>TOTAL: $47,566 + $334 = $47,900 |
| **Transformation Intervention Model - 10** | |
| Requirement(4A): Providing operational flexibility and sustained support<br>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates | |
| Activity | Umo$^{n}$ho$^{n}$ Nation Public School needs to have a full-time certified mental health professional on staff. Students who have suicidal ideations and other mental health issues need someone to talk with so they can focus on their education. Having someone on-site eliminates travel time and allows students more time in the classroom. |
| Key steps | 1. Create a job description for certified mental health professional<br>2. Advertise for the position<br>3. Hire someone for the position |
| Start Date | August 2012 |
| Full implementation date | August 2012 |
| Person(s) responsible | Administration and guidance counselors |
| Monitor and evaluate | Administration and guidance counselors<br><br>Decisions about individual's requirements will be determined and adjusted as assigned |
| Cost for three years<br><br>This is split between the 3 schools. | Salary, Fringe benefits/taxes:<br><br>Year 1: $60,000 + $26,973<br><br>Year 2: 61,800 + $27,262<br><br>Year 3: 63,654 + $27,558<br><br>TOTAL: $ 185,454 + $81,793<br><br>Elem. $129,818, High $37,091, Middle $18,545<br><br>Elem. $ 57,255, High $17,559, Middle $8,179 |
| **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 | Due to the emphasis on technology, Umo$^{n}$ho$^{n}$ Nation Public School requires a full-time technology coordinator. |
| Key steps | 1. Create job description for technology coordinator<br>2. Advertise for the position<br>3. Hire someone for the position |
| Start Date | August 2012 |
| Full implementation date | August 2012 |
| Person(s) responsible | Administration |
| Monitor and evaluate | Administration<br>Decisions about individual's requirements will be determined and adjusted as assigned |
| Cost for three years<br>This is split between the 3 schools. | Year 1: $7,000<br>Year 2: $7,000<br>Year 3: $7,000<br>TOTAL: $21,000 |
| **Transformation Intervention Model - 10** | |
| Requirement(4A): Providing operational flexibility and sustained support<br>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates | |
| Activity | Umo$^{n}$ho$^{n}$ Nation Public School will hire a curriculum and assessment coordinator to align curriculum with state and AdvancED standards. A progressive curriculum will be developed K-12. The curriculum and assessment coordinator will also be responsible for administering Measure of Academic Progress (MAP), NeSA, C4L, and AIMSweb assessments and collecting data and results for the assessments. |
| Key steps | 1. Advertise for the curriculum and assessment coordinator<br>2. Hire for the position |

| | |
|---|---|
| | 3. Provide necessary training for the position |
| Start Date | July 2012 |
| Full implementation date | July 2012 |
| Person(s) responsible | Superintendent |
| Monitor and evaluate | Administration<br><br>Decisions about individual's requirements will be determined and adjusted as assigned |
| Cost for three years<br><br>This is split between the 3 schools. | Salary, Fringe benefits/taxes:<br><br>Year 1 $42,240 + $24,129<br><br>Year 2 $43,560 + 24,342<br><br>Year 3 $44,880 + 24,553<br><br>TOTAL $131,688 + $73,024<br><br>( Elem. $92,182, High $ 26,338, Middle 13,169)<br><br>(Elem. $51,117, High $ 14,605, Middle$ 7,302) |
| **Transformation Intervention Model - 10** | |
| Requirement(4A): Providing operational flexibility and sustained support<br>(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 | Umo$^{n}$ho$^{n}$ Nation Public Elementary School will hire two reading tutors to help work with students who are struggling with reading to improve reading scores. |
| Key steps | 4. Advertise for reading tutors<br><br>5. Hire for the position<br><br>6. Provide necessary training for the position |
| Start Date | July 2012 |
| Full implementation date | July 2012 |
| Person(s) responsible | Elementary Principal, Reading Facilitator |

| | |
|---|---|
| Monitor and evaluate | Administration<br><br>Decisions about individual's requirements will be determined and adjusted as assigned |
| Cost for three years | Year 1: $33,000 + $22,650 X 1 = $55,650 X 2 =$111,300<br><br>Year 2 $34,320 + $22,862 X 1 = $57,182 X 2 =$114,364<br><br>Year 3 $35,640 + 23,073 X 1 =$ 58,713 X 2 =$117,426<br><br>TOTAL $171, 545 X 2 = $343,090 |
| **Transformation Intervention Model – 11** | |
| Requirement(4B): Providing operational flexibility and sustained support<br>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) | |
| Activity | Umo$^{n}$ho$^{n}$ Nation Public Elementary School will continue to work in collaboration with ESU1. Jim Hopkins is in the process of developing a student data warehouse storage system. The program combines district information from the student management systems, NeSA results, Measure of Academic Progress (MAP) data, and AIMSweb data. The district will have data retreats throughout the year as data and results become available. |
| Key steps | 1. Data will be provided to Jim Hopkins for use in the data warehouse storage system<br>2. AdvancED data committee will update district's data for data retreats<br>3. Data retreats will be conducted for staff<br>4. Data will drive decisions regarding school improvement |
| Start Date | August 2012 |
| Full implementation date | August 2012 |
| Person(s) responsible | Technology coordinator and AdvancED data committee |
| Monitor and evaluate | AdvancED data committee<br><br>The data committee will monitor and evaluate the processes at data retreats |
| Cost for three years<br><br>Cost is split between 3 | Storage $3,000 per year<br><br>Year 1 $1,000 |

| | |
|---|---|
| schools | Year 2 $1,000<br>Year 3 $1,000<br>TOTAL: $3,000 |
| **Transformation Intervention Model – 11** | |
| Requirement(4B): Providing operational flexibility and sustained support<br>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) | |
| Activity | Umo$^{n}$ho$^{n}$ Nation Public School will purchase an off-site server. This server will be used to store collected data. |
| Key steps | 1. Secure pricing of a server that will meet the technology needs of the district<br>2. Purchase the server<br>3. Maintain and update the server as needed |
| Start Date | August 2012 |
| Full implementation date | December 2012 – necessary to research off-site servers |
| Person(s) responsible | Technology coordinator |
| Monitor and evaluate | Technology coordinator<br>The technology coordinator will maintain and update the server as necessary |
| Cost for three years<br>Cost is split between 3 schools | Year 1 $5,000<br>Year 2 $5,000<br>Year 3 $5,000<br>TOTAL: $15,000 ( Elem. $10,500, High $3,000, Middle $1,500) |
| **Transformation Intervention Model - 11** | |
| **Permissible Activities** | |
| Activity | Umo$^{n}$ho$^{n}$ Nation Public School will hire an Intervention Project Manager. This person will develop a working relationship with the principal, superintendent, and Department of Education to ensure coordination of the activities. The Intervention Project Manager will maintain the collection and management of data is occurring. |
| Key steps | 1. Assign staff member to the position of Intervention Project Manager |

| | |
|---|---|
| | 2. Include this person in the writing of the grant application<br>3. Conduct ongoing evaluations to determine the progress of the activities<br>4. Ensure the collection and management of data |
| Start Date | August 2012 |
| Full implementation date | August 2012 |
| Person(s) responsible | Superintendent |
| Monitor and evaluate | Superintendent |
| Cost for three years | Training- $2,000 per year High-$500, Middle-$500, Elem.-$1,000<br>SUB TOTAL: $6,000<br>Supplies- $6,000 ( High $1,200, Middle $ 600, Elem. $4,200)<br>Salary, Fringe benefits/taxes: Intervention Project Manager<br>Year 1 $60,160 + $26,999<br>Year 2 $61,964 + $27,809<br>Year 3 $63,823 + $28,642<br>SUB TOTAL: $185,947 + $ 83,451<br>(Elem. $130,163, High $ 37, 189, Middle $18,595)<br>Elem. $58,416, High $16,690, Middle $8,345 |

A.3. Action Plans for Tier III Schools

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

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

| **Tier III – Improvement Activities (Copy and complete as many as needed)** | |
|---|---|
| Activity | |

| | |
|---|---|
| Key steps | |
| Start Date | |
| Full implementation date | |
| Person(s) responsible | |
| Monitor and evaluate | |
| Cost for three years | |

PART B. BUDGETS

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

Budget forms are found in a separate EXCEL file at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

# Appendix A.

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

Definitions for Nebraska

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

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

**Number of** years shall mean three years.

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

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

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

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

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

Persistently lowest-achieving schools (PLAS) Identification Procedure

<u>Performance Rank</u>

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

<u>Progress Over Time Rank</u>

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the number of students enrolled a full academic year (FAY) for both Reading and Math for

all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

Final Rank to Determine the Persistently Lowest-Achieving Schools

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

Graduation Rate

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

**Appendix B**

## ESEA Section 1003(g) School Improvement Grants

## REVIEWERS RATING AND CHECKLIST

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

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| C.2. | Optional Budget page for LEA-level activities | | | | | | |
| D. | Assurances | | | | | | |
| E. | Waivers checked as appropriate | | | | | | |
| | | | | TOTAL POINTS | | | |
| Comments: | | | | | | | |

Complete Section 2 for each school included in the application.

Name of School _____ Tier _____ Intervention Model _____

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

| Checklist for **TURNAROUND INTERVENTION MODEL**<br>*AI = Already started or implemented | Yes | No | AI* | Limited<br>1-5 points | Moderate<br>6-10 points | Strong<br>11-15 points |
|---|---|---|---|---|---|---|
| **Pre-Implementation Activities** | | | | | | |
| Activities are reasonable and necessary | | | | | | |
| Activities are directly related to the implementation of the Turnaround model | | | | | | |
| Activities address the identified needs | | | | | | |
| Activities have promise for improving student academic achievement | | | | | | |
| Activities meet the "supplement not supplant" requirement | | | | | | |
| **Required Activities** | | | | | | |
| (a)(1)(i) operational flexibility | | | | | | |
| (a)(1)(ii) measure effectiveness | | | | | | |
| (a)(1)(iii) increased opportunities | | | | | | |
| (a)(1)(iv) ongoing prof. development | | | | | | |
| (a)(1)(v) new governance | | | | | | |
| (a)(1)(vi) data driven instructional program | | | | | | |
| (a)(1)(vii) continuous use of student data | | | | | | |
| (a)(1)(viii) increased learning time | | | | | | |
| (a)(1)(ix) services & supports for students | | | | | | |
| **Permissible Activities:** | | | | | | |
| (a)(2)(i)(A) additional compensation | | | | | | |
| (a)(2)(i)(B) system for measuring changes | | | | | | |
| (a)(2)(i)(C) consent to accept teacher | | | | | | |
| (a)(2)(ii) new school model | | | | | | |
| **AVERAGE POINTS FOR REQUIREMENTS** | | | | | | |

| Checklist for **RESTART INTERVENTION MODEL**<br>*AI = Already started or implemented | Yes | No | AI* | Limited<br>1-5 points | Moderate<br>6-10 points | Strong<br>11-15 points |
|---|---|---|---|---|---|---|
| Required Activities | | | | | | |
| (b) Convert school or reopen as a charter | | | | | | |

| Checklist for **SCHOOL CLOSURE INTERVENTION MODEL**<br>*AI = Already started or implemented | Yes | No | AI* | Limited<br>1-5 points | Moderate<br>6-10 points | Strong<br>11-15 points |
|---|---|---|---|---|---|---|
| Required Activities | | | | | | |
| (c) School Closure | | | | | | |

| Checklist for **TRANSFORMATION INTERVENTION MODEL**<br>*AI = Already started or implemented | Yes | No | AI* | Limited<br>1-5 points | Moderate<br>6-10 points | Strong<br>11-15 points |
|---|---|---|---|---|---|---|
| **Pre-Implementation Activities** | | | | | | |
| Activities are reasonable and necessary | | | | | | |
| Activities are directly related to the implementation of the Transformation model | | | | | | |
| Activities address the identified needs | | | | | | |
| Activities have promise for improving student academic achievement | | | | | | |
| Activities meet the "supplement not supplant" requirement | | | | | | |
| **Required Activities** | | | | | | |
| (d)(1)(i)(A) replace principal | | | | | | |
| (d)(1)(i)(B) evaluation systems for teachers & principals | | | | | | |
| (d)(1)(i)(C) reward school leaders | | | | | | |
| (d)(1)(i)(D) ongoing professional development | | | | | | |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | | | | | | |
| **Permissible Activities:** | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | | | | | | |
| (d)(1)(ii)(B) institute a system for measuring changes | | | | | | |
| (d)(1)(ii)(C) mutual consent for hiring teachers | | | | | | |
| **Required Activities** | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | | | | | | |
| (d)(2)(i)(B) continuous use of student data | | | | | | |
| **Permissible Activities:** | | | | | | |

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

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