

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER PAGE

District Name: Lincoln Public Schools County/District Number: 55-0001	District Mailing Address: 5905 O Street Lincoln, NE 68510
District Contact for the School Improvement Grant Name: Steve Joel Position and Office: Superintendent Contact's Email Address: sjoel@lps.org Contact's Mailing Address (If different from District Mailing Address listed above): Telephone: 402-436-1000 Fax:	
President of the School Board (Printed Name): <i>Kathy Danek</i>	Telephone: <i>402-436-1601</i>
Signature of the President of the School Board x <i>Kathy Danek</i>	Date: <i>5-26-15</i>
Authorized Representative of the District (Printed Name): <i>Steve Joel</i>	Telephone: <i>402-436-1601</i> Email: <i>sjoel@lps.org</i>
Signature of the Authorized Representative: x <i>Steve Joel</i>	Date: <i>5-29-15</i>
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. 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	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
Lincoln High School	317284001160		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, Improvement Plans included in the NCLB Consolidated application, 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 six 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. For an LEA that applies to implement the evidence-based, whole-school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer.

B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. 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 (Attachment 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.

Lincoln, the capital of Nebraska, has an approximate population of almost 269,000. It is the home of the University of Nebraska-Lincoln, Nebraska Wesleyan University, Union College, Southeast Community College and several private vocational-technical schools. The business of the city centers on government, education, insurance, banking and light industry. Lincoln's population is predominantly white (85%), while Asian, Hispanic and Black populations make up about 14% of the population. Median Household Income is \$49,113 with a 16.5% poverty rate—almost 4% more than the rest of the state. The percent of Lincoln's population with a high school diploma or better is 93.4% and 36.1% have attained a bachelor's degree or higher.

Lincoln Public Schools includes 38 elementary schools, 11 middle schools, 6 high schools, 1 alternative school, and 4 specialty focus high school programs. The district serves approximately 37,400 students, employs approximately 2,500 teachers, 350 non-teaching certified staff, 150 administrators, and has a total of over 5,000 employees. The K-12 enrollment includes approximately 44.3% participation in the Free and Reduced Price Lunch Program, nearly 5,800 special education students; 30% ethnic minority membership; and approximately 6% English Language Learners from over 50 countries. In the past ten years, enrollment in Lincoln Public Schools has increased more than 12%. Meanwhile, the district's poverty rate has increased 64%, enrollment for immigrant and refugee children has increased by 76%, and the number of ethnic minority students are up 135%.

Lincoln High School, the subject of this proposal, was founded in 1871 and is the oldest of the six high schools in the city. It is one of the most diverse high schools in the state, with students from over 40 countries speaking 56 languages. Its international makeup is a source of pride and identity at Lincoln High.

Lincoln High has developed a five-year strategic plan built upon the district's goals, which include:

1. Raise the graduation rate
2. All students will improve their academic skill in order to close the achievement gap
3. All students will improve their reading skills in all content areas

These goals are a direct outcome of the district's most recent AdvancED accreditation external review report from 2013, which identified three primary recommendations district-wide:

1. Implement more challenging, intentional, engaging instruction
2. More effective use of data at all levels
3. More professional development to support both recommendations

The external review at Lincoln High resulted in the following Required Action:

Implement a professional development system designed to ensure that both certified and classified staff members have a comprehensive understanding of the ethical use and application of instructional data.

Moreover, two recommendations were also given to Lincoln High:

1. Recruit students, parents and community members of different nationalities and languages to be actively involved in system and school improvement efforts.
2. Implement research-based instructional strategies on a consistent basis to increase student engagement and participation in all classrooms.

In order to put these recommendations into context, it is necessary to provide more information about the students at Lincoln High. The following charts reflect some important demographic indicators about Lincoln High's student population.

Demographic Data

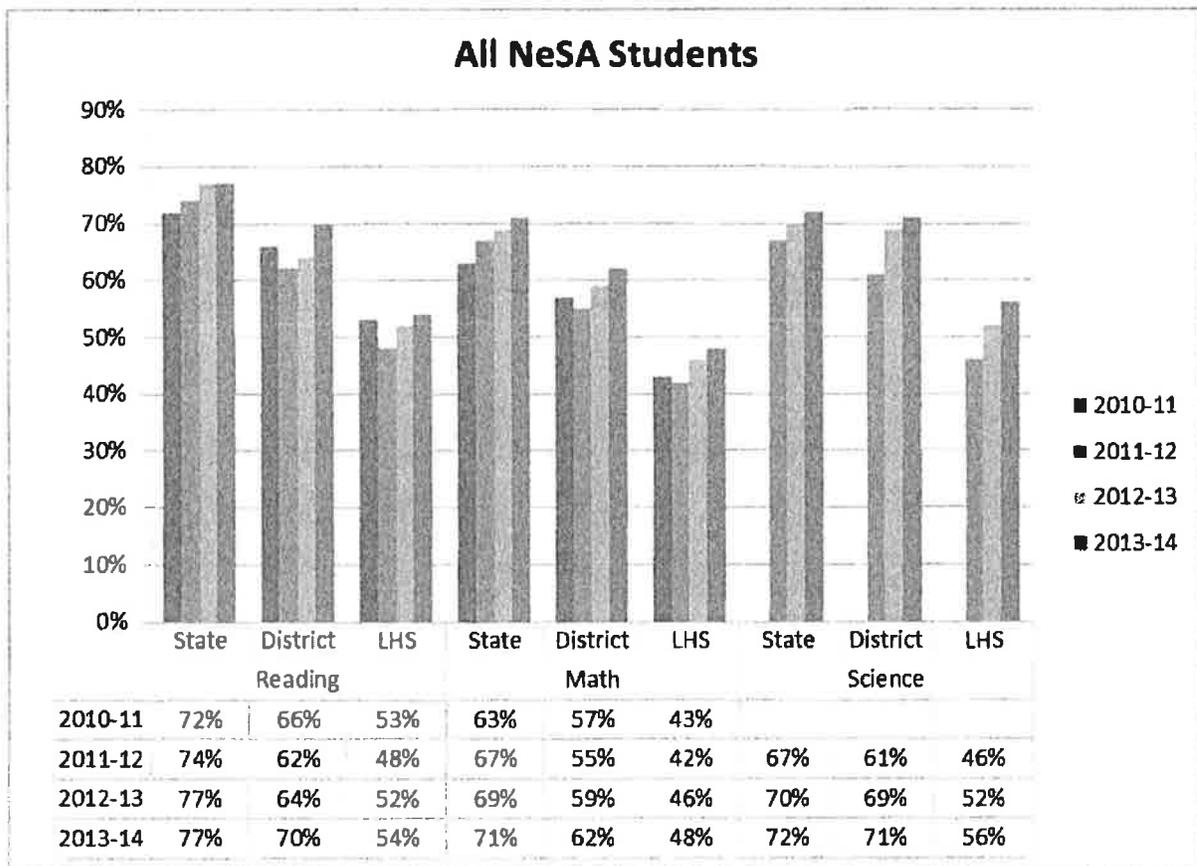
Lincoln High Demographic and Program Data											
	Total Enrollment	Am Indian	Asian	Black	Hisp	White	2 or more	FRL	ELL	SPED	Gifted
2010-2011	1,686	2.1%	9.7%	15%	14%	53.6%	4.4%	60%	11%	16.4%	17.4%
2011-2012	1,573	1.3%	11.6%	15.6%	15.3%	50.9%	5%	60.9%	12.4%	15.6%	16.1%
2012-2013	1,629	1.7%	11.8%	14.5%	17.7%	47.3%	6.9%	61.3%	11.4%	13.1%	17.7%
2013-2014	1,597	1.5%	12.9%	13.6%	20%	45%	7.3%	66.5%	11.1%	18.2%	17.6%
2014-2015	1,746	1.7%	11.4%	12.6%	20.5%	45.9%	7.9%	62.8%	12.2%	16.7%	17.8%
2015-2016	1,913										

Enrollment has fluctuated slightly in the last five years, but is set to increase significantly next year, with over 1,900 Lincoln High students who could be impacted positively by a SIG grant.

Mobility is a significant factor impacting academic performance at Lincoln High. Consistently from year to year, approximately 400 students—or 20 to 25% of the school, depending on the school year—move into or out of the school at some point during the year. Research consistently shows the detrimental impact of mobility on student academics, and since Lincoln High has the highest mobility rate among all six high schools in the district, the school must find strategies to address the needs of these students more effectively.

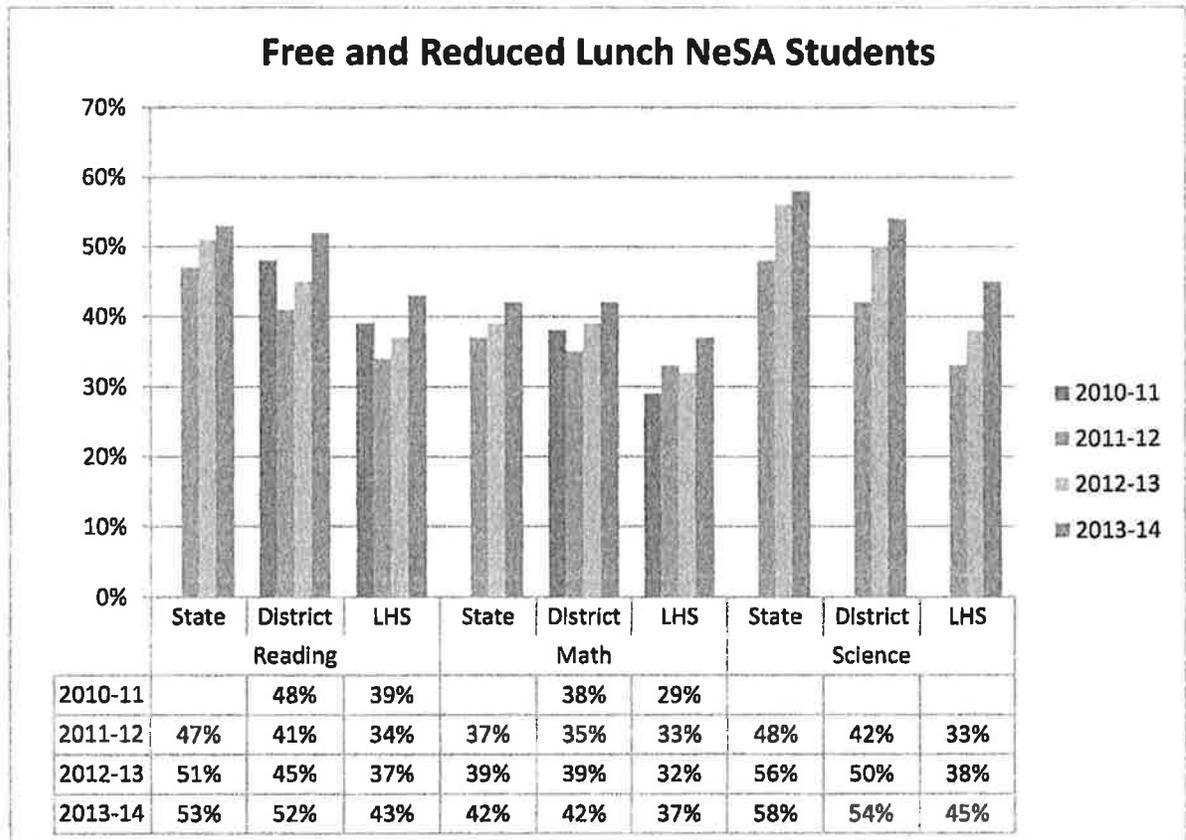
Student Achievement Data

Student achievement data reveals that Lincoln High students are and have been performing below the state and district averages for several years in reading, math and science. While there has been progressive growth at both the building and district levels, that growth has been greater across the district than it has at Lincoln High.

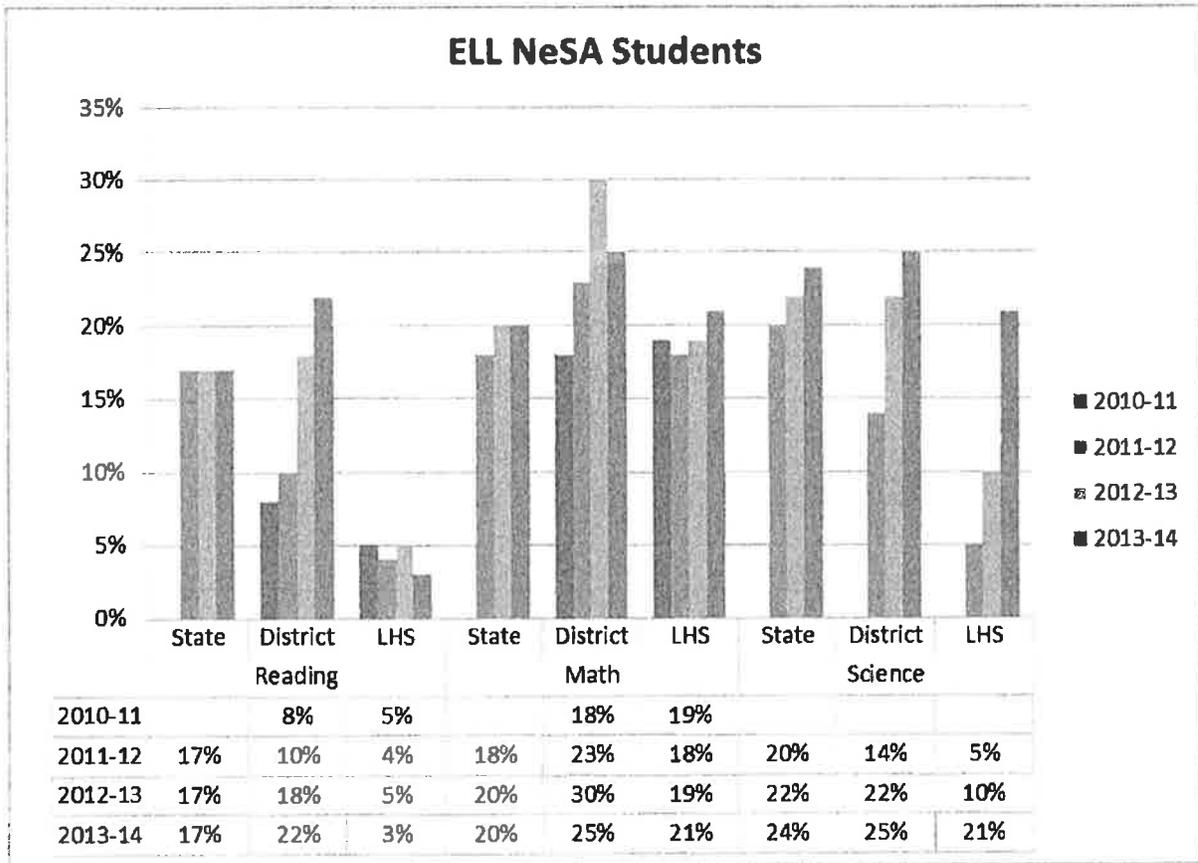


Program Data

As shown in the chart on page 10, among programs at Lincoln High, the two that have shown the most steady growth are Free and Reduced Price Lunch Program (FRL) reaching almost 63% this year, and the English Language Learner (ELL) Program, at over 12%. As shown below, these two sub-groups are among those struggling the most academically at Lincoln High, as reflected through NeSA scores.

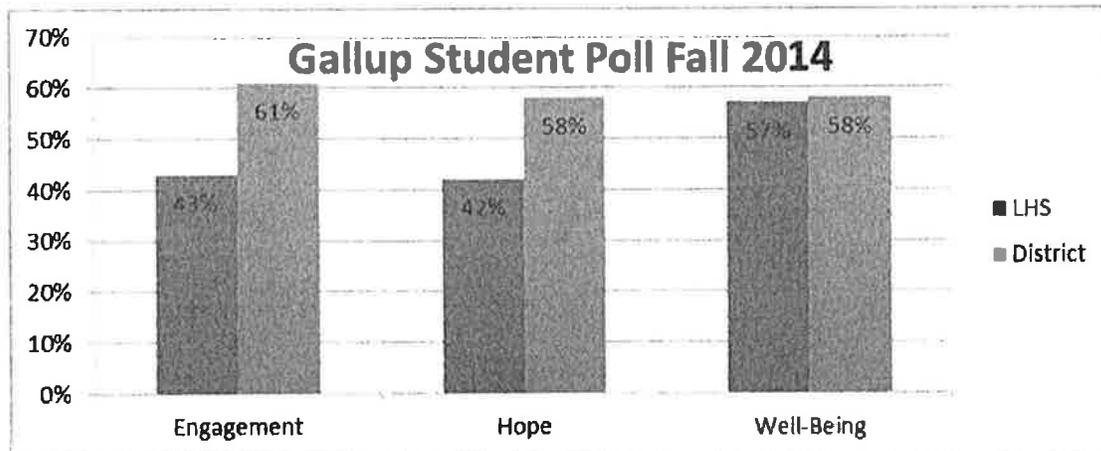


Again, growth is shown from year to year both in the district and at the school level; however, that growth is consistently greater for the district than for the building with regard to students eligible for the Free and Reduced Price Lunch Program.



The same is true for ELL students in the district, with slow progressive growth. Unfortunately, Lincoln High's reading scores have actually stagnated among this ever growing population.

Perception Data



Another revealing factor is student feedback on the Gallup Student Poll, which is a 20-question survey conducted district-wide at LPS each fall to gain student perception of school to predict student success in academic and other youth development settings. Gallup's research shows that hope, engagement and well-being are key factors that drive students' grades, achievement scores, retention, and future employment. The chart above reveals that significantly fewer students at Lincoln High feel a sense of hope and active engagement than students in the rest of the district. In fact, these percentages are the lowest in the six public high schools, and have been consistently low since the poll was first administered in 2010.

Parent surveys conducted in preparation for the AdvancED external site visit in 2013 also reflect that parents do not feel a high level of support by their children's teachers at Lincoln High, nor do they feel particularly engaged in the activities of the building, with overall average scores of 3.02 and 3.08 respectively on a 6-point scale.

Other Indicators

In addition to these many indicators reviewed, Lincoln High's 5-year strategic plan and AdvancED accreditation external review report from December 2013, as well as the district's School Improvement Plan and Needs Improvement Plan for Title I submission were also reviewed, and lengthy discussion of lessons learned from implementation of a SIG grant at Elliott Elementary School was also part of the process.

In the case of Lincoln High School, determining an intervention model was a careful process, though it lacked much of the drama that often surrounds this determination. Grant discussions in earnest began after the announcement of the school's 20-year veteran principal. Selecting his replacement, then, took into consideration the possibility of this application, and the need for dynamic leadership during a time of change. Interestingly, after a thorough and careful hiring process, that person was found among the existing leadership within Lincoln High. Mark Larson, a current Assistant Principal at Lincoln High, has been selected as the new principal, to take effect July 1, 2015. This factor, and the exhaustive and ongoing review of need data within the district and at Lincoln High led to the determination of the Transformation model as most appropriate.

The district's ongoing support of existing initiatives—both across the district and in support of Lincoln High specifically—were considerations in the design of this proposal so as not to duplicate, but rather to build on the foundation of these strategies with additional support for Lincoln High where general district supports are not producing the desired achievement levels for all students. This support will not change if LPS is awarded a SIG grant. Grant funds will be distributed through the Federal Programs Department, as are all federal funds given in support of LPS through the Nebraska Department of Education.

- 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. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.

Lincoln Public Schools is fortunate to have an extremely solid infrastructure at the district level, whose overarching purpose is to support the work of schools to help students be successful. In the current school year, the Associate Superintendent of Instruction has convened a 5-member committee of district directors from Curriculum, Federal Programs, Continuous Improvement, and Elementary and Secondary Education to work with five Title I elementary schools whose NeSA scores indicated that additional support was needed, providing them with on-site consultation and assistance with implementation of recommended strategies. This mechanism has proved to be very effective in helping schools feel supported in their efforts toward instructional improvement, as reported by the five principals involved. This mechanism will similarly be implemented with Lincoln High administrators in support of the SIG grant.

The Board of Education also works very closely with district administration in support of this mission, and as evidence of their support for Lincoln High in pursuit of this grant, unanimously approved the submission of the SIG proposal at their April 28th regular meeting.

Superintendent Dr. Steve Joel has a long standing history of support for innovation in instruction. In Grand Island prior to coming to LPS, Dr. Joel was nationally recognized for his district's response to a federal immigration raid at a local meatpacking plant that led to the deportation of much of the community's Hispanic adult population, including the parents of many of his district's students. His leadership at LPS has led to the recent development of a Career Academy, set to open this August.

A number of successful reforms over time, the most recent of which is a 5-year High School Graduation Initiative federal grant, which will be completed this June. This grant allowed LPS to conduct a number of student support strategies to increase the graduation rates at three high schools, including Lincoln High, and the project has been identified by the U.S. Department of Education as exemplary, even requesting our participation in conferences on best practices and lessons learned from the grant. It is important to note that while the HSGI grant was helpful in improving graduation rates at Lincoln High, the strategies implemented were not focused on instruction and involved significant staff resources that will be too challenging to sustain after the grant ends.

Within LPS, it is often through the innovation of Title I schools that new initiatives come to life. Using resources strategically and based on an exploration of research on best practice in particular facets of instruction, Title I schools have often brought new strategies into the district on a very small scale, which have gained attention in other schools and at the district level for their effectiveness, resulting in a broader implementation district-wide. Such is the case with *Classroom Instruction That Works (2nd Edition)*, which was discovered at a Title I conference by two Title I principals, then brought back to their elementary schools that pooled their Title I professional development funds. Now, two years later, CITW2 is poised to be implemented district-wide utilizing a train-the-trainer approach.

Lincoln High is currently not a Title I-supported school, nor is any high school in the district; however, this grant will serve as an opportunity for LPS to explore such support of a high school, as we will use the Planning Year of the SIG grant as the planning year for Lincoln High to receive Title I support, making application in the spring of 2016 to become a Title I Schoolwide program.

The district invests in a Director of Continuous Improvement to help lead instructional improvement in all buildings. This position is pivotal in rolling out new instructional initiatives such as CITW2 and the use of Professional Learning Communities (PLCs) as a hotbed of collective learning. The most recent

Director retired from LPS during this school year, and the position has only recently been filled. Sarah Salem, currently an Assistant Principal at Southwest High School, will begin her duties as Director of Continuous Improvement on July 1st. Though she is not yet in the role, Ms. Salem has provided input to this proposal and will participate in many of the professional development opportunities in the grant.

Another staffing change that articulates the district's capacity to carry out a SIG grant is the recent hiring of the new principal at Lincoln High. Mark Larson, currently Assistant Principal at Lincoln High, was selected in March to fill the position, and though he has had to fulfill his current role for the remainder of the school year, he has had the opportunity to work more closely with the retiring principal, and his experience at Lincoln High provides him ample information in order to articulate his leadership vision for Lincoln High and determine the best strategies to propose in the grant to meet the needs of his school's students. Mr. Larson has also been able to make the decisions for other administrative openings at Lincoln High this spring, putting together a dynamic team of both new and veteran administrators energized to propel Lincoln High forward as a team.

Lincoln High parents have been particularly supportive of Mr. Larson in his new role. A parent and community panel was convened to participate in new principal interviews, in which parents were extremely involved in articulating their needs in a new principal. Parents are important members of the School Improvement Plan (SIP) Team at Lincoln High as well, for which the school plans meetings to be convenient for interested parents more so than for teachers or administrators. As always, the community has been supportive of the school's efforts to improve as well. A recent article in the local newspaper, upon the Board of Education review of the grant, led to inquiries and support from local businesses and alumni eager to help Lincoln High excel.

Lincoln's local foundations and the United Way have begun an initiative to be more strategic in their giving, led by a more comprehensive assessment of community indicators of need than ever before. Called *Lincoln Vital Signs 2014*, a report summarizing the most urgent needs of Lincolnites was unveiled last May, stirring much community interest. Foremost among the findings of the report was the accelerating increase in poverty among families with school age children, particularly in pockets of poverty near the core of Lincoln. A second report was just unveiled this May, taking this initiative to the next level by conducting focus groups with multiple target audiences over the course of the next two months to determine community consent for where and how to address the most urgent of Lincoln's needs. Lincoln Public Schools is at the forefront of this partnership, leading focus groups among school communities in support of the initiative, as it is highly likely that schools will benefit from any new giving that these foundations choose to provide.

Related, LPS has an extremely positive relationship with United Way of Lincoln and Lancaster County, as well as with the Lancaster County Human Services Department, Juvenile Justice Coordinator, and the District Juvenile Court Judges. The open dialogue of these relationships, sharing the strategic plans of the district, often leads to financial support for many organizations that partner closely with LPS to help students, in and out of school buildings. LPS does not take this support lightly, and appreciates greatly that the community sees our students as their students.

The development of this proposal has been thoughtful and careful not to supplant resources for strategies that would be implemented in the absence of the school improvement grant. LPS has already started to plan for the alignment of resources, should we receive the SIG grant, so that both grant dollars and the general fund budget are maximized in support of complementary strategies.

- 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.

There is no Tier 1 school in the district. This application will serve a Tier II school.

- 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. (1) 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 qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s); (2) and how the district will regularly review and hold accountable the selected provider. 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.

This grant will allow Lincoln High to embark upon large, systemic changes in instructional practices within the building. Because of the magnitude of the project, and the depth of work that must be accomplished in order to create sustainable change, it was determined that the support of an outside organization with extensive experience in leading school transformation would be necessary.

The vendor selected to work closely with LPS and Lincoln High is McREL International. Classroom Instruction That Works is a curriculum developed by McREL, which makes this company the most appropriate to provide training on it. McREL is best known for its training and consultation on packaged programs with broad implementation; however, this company also has a little known component meant to offer customized support to schools and districts based on their articulated needs, known as the Client Solutions Group. It is this division of McREL that will work with Lincoln High through the SIG grant, building on the relationship our district already has with McREL. The work of this group ranges from developing research-based professional development opportunities to meet the needs of specific clients to providing strategic consulting services to guide districts and schools in developing and implementing new programs, reform initiatives, or strategic planning efforts. McREL's Client Solutions consultants have extensive experience in K-12 education in a variety of contexts including rural and urban schools and school districts, state education agencies, nonprofit education organizations, and institutions of higher education. These consultants also have depth and breadth of expertise in curriculum, instruction, and assessment, with some specializing in specific content areas; school and district leadership; and continuous improvement and system transformation. They have worked with clients to develop and implement programs and strategies to address the needs of a variety of student populations including high poverty, English language learners, rural, urban, and native.

In preliminary discussion of identified needs and the most appropriate type of support McREL can offer to achieve the goal of embedded instructional coaching, the following service proposal was developed:



LPS – LHS SIG Proposed Activity

	Professional Development	Design	Participants
Year 1 <i>Initiating Change through Shared Leadership</i>	Power Walk Through (PWT) 10 PWT Site Licenses	1 Site Visit of 2 Days (1 day review of CITW2; .5 use of technology; .5 plan for use) 3 site visits of 2 days each to support use of PWT data for plan to improve instruction and build data infrastructure	Administrative Team
	CITW2 Customized PD Summer 2016 Boot Camp	1 Site Visit of 3 Days	LHS Instructional Team Leaders and Department Chairs
Year 2 <i>Building Capacity and Increasing Shared Leadership</i>	Data Driven Infrastructure	4 site visits of 2 days each to support use of PWT data to improve instruction and build data infrastructure	Administrative Team
	CITW2 Customized PD Summer 2017 Boot Camp	1 Site Visit of 3 Days	LHS Instructional Team Leaders and Department Chairs
	Power Walk Through 10 PWT Site Licenses	.5 Virtual PD	Administrative Team
Year 3 <i>Building Capacity, Increasing Momentum and Shared Leadership, Planning for Sustainability</i>	Data Driven Infrastructure	3 site visits of 2 days each to support use of PWT data for plan to improve instruction and sustain data infrastructure; 1 virtual site visit of 4 hours	Administrative Team
	CITW2 Customized PD Summer 2018 Boot Camp	1 Site Visit of 3 Days	LHS Instructional Team Leaders and Department Chairs
	Power Walk Through 10 PWT Site Licenses	.5 Virtual PD	Administrative Team
Year 4 <i>Building Capacity, Increasing Momentum and Shared Leadership, Planning for Sustainability</i>	Data Driven Infrastructure	2 site visits of 2 days each to support use of PWT data to improve instruction and sustain data infrastructure; 2 virtual site visits of 4 hours each)	Administrative Team
	Power Walk Through 10 PWT Site Licenses		Administrative Team

The accountability process to be used with this and all contractual arrangements under this grant will include an open communication flow consisting of "in-action and after-action reviews" that will generate information related to what is working, what is not working and what needs to be adjusted or changed in the plan being implemented. Service points of accountability will include:

- A collaboratively developed agenda for each site visit that states objectives and activities that will occur at each site visit. A pre-site visit review will facilitate this.
- Evaluations by each LHS group working with a McREL Consultant at each site visit. These evaluations will then be compiled and shared in the Site Visit Summary Report.
- A Site Visit Summary Report that summarizes the success of meeting the stated objectives from the agenda.
- A pre-post assessment of knowledge among boot camp and site visit participants from Lincoln High will help determine the extent of new knowledge received.
- On-going implementation data of the Quality, Fidelity, Intensity and Consistency of the identified actions from McREL – specifically in this case, use of Power Walk Through by designated Instructional Team Leaders, use of data to lead deep implementation of CITW2 across all classrooms, departments and data.
- Each site visit will end with a short collaborative meeting with the principal and district office SIG representatives to facilitate "in-action and after-action reviews."

In addition, Lincoln Public Schools will develop a service agreement with McREL for their services in the amount proposed herein, and will utilize our typical contract oversight mechanisms, including Federal Programs and Accounting staff in communication with the Intervention Project Manager to hold this and all contractors accountable. We are confident of the outcome of this relationship, both because LPS has used McREL in the past with success and because valuation of our implementation will reflect greatly upon McREL, so improvement provides a win-win for LPS and McREL.

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

The Lincoln Public School District has multiple programs in place to support Lincoln High and its School Improvement Grant. In particular, the Curriculum Department employs 10 Curriculum Specialists who will spend time during the planning year to assist PLCs in the development of instructional objectives based on State standards.

In addition to these 10, six ELL Coaches are also employed through the Curriculum Department, whose role will be to similarly assist with the implementation of the ELL-specific component of CITW. These coaches have been trained by Jane Hill, author of CITW-ELL, on delivery of the components of this curriculum, and they will work broadly across Lincoln High to help all staff, particularly those that work most closely with ELL students, to develop meaningful language objectives and more effectively use instructional language to help their ELL students understand more fully their course content.

Other initiatives already underway in the district, upon which this proposal is built, include:

- **Positive Behavioral Interventions and Supports (PBIS):** PBIS is a multi-tiered system of supports for students to help them be successful in school. An evidence-based strategy, PBIS began roll-out within LPS two years ago, with Tier 1 training at the secondary level. Last year, elementary school teams were trained on Tier 1 while secondary teams were trained on Tier 2. In the upcoming year, secondary schools will be trained on Tier 3, and will work to develop and implement specific strategies to meet the behavioral needs of students in Tiers 2 and 3. At Lincoln High, this includes a continuum of supports from open-ended small groups to intensive individualized therapeutic case management, which have been designed this spring and for which LHS is working to secure local financial support.
- **Classroom Instruction That Works (2nd Edition):** CITW2 is poised to be introduced across the district in the next school year, with focus on the first of three components, followed by each of the remaining two components in the following two years. This initiative, while of the same name as training included in this grant for Lincoln High, is much different in its pacing and depth of training. Across the district, schools will identify two administrators to receive trainer training on CITW2 over a two-day period, and then return to their buildings to disseminate what they have learned. Lincoln High's implementation of CITW2 will follow the same one-component-per-year approach; however, due to concerns about achievement at Lincoln High, 34 Instructional Team Leaders and 13 Department Chairs will all receive extremely in-depth training at summer boot camps and throughout the school year, along with training on the Power Walkthrough process in conjunction with school administrators, in order to assess implementation fidelity. If the SIG grant is approved, data elements of CITW2 will be provided to Lincoln High while they will not be provided elsewhere in the district.
- **Data Teams process implemented through Professional Learning Communities:** Similar to CITW2, Lincoln Public Schools is utilizing the PLC as a mechanism to implement the Data Teams process broadly throughout the district. The district-wide process has not been successful in boosting achievement at Lincoln High. A different process is planned to transform achievement there. Lincoln High will spend much more time implementing the process, taking time in the Planning Year to more fully develop meaningful common instructional objectives and learn how to develop effective formative and summative assessments so that the Data Teams process can actually function in the building consistently, smoothly, and efficiently. The 34 ITLs and 13 Department Chairs will also receive more in-depth training on data-driven instruction throughout the school year, and additional summer support as well.
- **Technology:** LPS recently developed a 5-year technology plan to get a device in the hands of every student, which was unanimously supported by the Board of Education. A small pilot project, providing electronic devices to students in one elementary and one middle school, proved highly successful, and the district is now ready to begin Year 1 of full implementation. At Lincoln High, Year 1 will include preparing the building for this significant increase in wifi support by expanding bandwidth and other infrastructure improvements. All Lincoln High students will receive their devices in Year 3.

Finally, administrators have already begun to review program budgets including Special Education, ELL, Title I, Title IIA, Title III, Migrant Education, and state and general funds at both the district and building level to determine: (1) increased supports from other programmatic areas that relieve Lincoln High from needing to allocate SIG resources toward certain needs (e.g., the ELL district budget will increase next year and many new district interventions will greatly support this population at Lincoln High); and (2) initiatives planned at either the building or district level with which the SIG grant can align in the name

of greater efficiency and effectiveness (e.g., SIG-funded Success Coaches greatly complement and support PBIS Tier 2 and 3 strategies within the building).

One additional factor taken into consideration in the preparation of this proposal was the unveiling of the Accountability of Quality Education System for Today and Tomorrow, or AQuESTT, by the Nebraska Department of Education. This educational accountability system will be the framework for quality through which LPS and all district in Nebraska will be held accountable, and Lincoln High's School Improvement Grant-related activities will, no doubt, be evaluated through this system as well. The planning of this proposal also took into consideration the need to align with all of the six tenets of AQuESTT, as follows:

Positive Partnerships, Relationships & Student Success:

- Proposed Strategies: Family Engagement strategies (Family Resource Center, Success Coaching, Principal's Advisory Committee)

Transitions:

- Proposed Strategies: Better grade-to-grade transitions through the work of Success Coaches

Educational Opportunities and Access:

- Proposed Strategies: Comprehensive extended learning opportunities through extended day programming available to all students in partnership with Lighthouse

College & Career Ready:

- Proposed Strategies: Support for career awareness and career development goals as implemented through Success Coaching

Assessment:

- Proposed Strategies: Development of effective but flexible formative and summative assessments, classroom-based assessments as part of overarching data-driven instructional improvement system

Educator Effectiveness:

- Proposed Strategies: Implementation of a teacher and principal performance framework that includes consideration of student achievement

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.

- Some changes may require approval of the local union.

Lincoln Public Schools is wholly supportive of Lincoln High's desire for flexibility and creativity in identifying ways to increase school time in particular. The district's LEA Liaison, employed through Human Resources, will work with Lincoln High administrators to ensure that any needed change in policy or practice that result from the SIG grant are communicated to the Lincoln Education Association prior to implementation, and will include that group's leadership in determining the plausibility of any such changes, should they be necessary. In addition, the district will conduct regular meetings with LEA

during the planning year of the grant in order to maintain regular communication more broadly on the implementation strategies and their alignment with the Negotiated Agreement.

- 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 place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.

The district, in its role in the development of the proposal, is deeply invested in observing the outcomes of embedded instructional coaching, and all related professional development necessary to achieve highly effective coaching. While the grant costs to conduct this professional development and receive consultation on its implementation and fidelity are significant, and the district would never be able to support professional development of this magnitude or cost across the district, administrators recognize that lessons learned from Lincoln High might provide insight on a few specific areas of deeper training that the district could provide. Such an effort would need to be preceded by a thorough assessment of CITW2 and Data Teams implementation throughout the district.

Other interventions included in the grant—specifically the Family Resource Center, the Principal’s Advisory Committee, the extended day learning center, grit and growth mindset training and related student engagement, and the development of a community school framework—are all strategies that are intended to stabilize through the life of the grant, while the population in need of each one decreases over the life of the grant, to the point that these are all interventions that can be sustained through either building or district general fund support.

Because LPS has experience with multi-year grants and the challenge of sustaining grant funded staff positions, sustainability of additional staff was primary among the considerations for any strategies selected. It was with extreme caution that any personnel was added to the proposal, and any strategies proposed in this application that require new staff have a long-term plan for sustainability designed by Lincoln High that is reasonable and practical. This is discussed further in Section 2.

B.8 The district must describe its consultation, as appropriate, with relevant stakeholders regarding the district's application and implementation of the school improvement models in its Tier I and Tier II schools. 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 setting rigorous goals or adopting these goals if using the variation of the Transformation model. 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

Leading Indicators

Leading Indicator	State Goals	District Goals
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Same
College enrollment rate (high schools only)	Measurable increase from the previous year	Same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same, though LPS will begin utilizing the ELPA in 2015-2016 school year

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

Statewide Average Change (2013-14 AYP Data)				
Group	Reading		Math	
	Percentage	District	Percentage	District
All Students	0.73	0.75	2.38	2.5
American Indian / Alaska Native	1.41	1.5	5.26	5.5
Asian	0.19	0.25	-0.17	0.2
Black or African American	1.04	2.0	4.04	4.5
English Language Learners	0.37	0.4	3.79	3.8
Hispanic	1.46	2.0	3.91	4.0
Native Hawaiian or Other Pacific Islander	-0.98	0.2	6.03	6.5
Special Education Students	0.46	1.0	1.96	2.0
Students Eligible for Free and Reduced	0.84	2.0	2.94	3.0
Two or More Races	-0.31	2.0	1.28	2.0
White	0.73	2.0	2.14	2.5

Educational Service Unit (ESU) #18 will help monitor progress of these goals and leading indicators, just as they have in most cases for several years, without the benefit of a SIG grant. Twice annually, the ESU prepares a report of student progress, one focused on NeSA test scores, the other based on other academic and program indicators, for review by school administrators. Under the SIG grant, the Lincoln High administrative team will bring these reports to the SIG Leadership Team for review and discussion.

- 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.

District staff including the Associate Superintendent for Instruction, Director of Curriculum, Director of Secondary Education, Director of Continuous Improvement and Director of Federal Programs have all participated in the planning process to develop this application. A comparative review of district needs and building-specific needs was conducted as a first step toward determining the intervention model and related strategies. In addition, the possibility of a SIG grant application was discussed in the Associate Superintendent's Community Curriculum Council, a group of parents and community members who volunteer to consult and advise the district on areas of curriculum in need of

improvement. This Council overwhelmingly supported the possibility of making application. The Title I Principals Group was also presented with this possibility, as the addition of Lincoln High as a Title I Schoolwide program would certainly have an impact on their current support. Again, the prospect was met with overwhelming support. And finally, the Director of Communications convenes a quarterly meeting of a community stakeholder group in response to the district's strategic plan which includes community engagement as one of four pillars. This group, too, was pleased with both the concept of using the SIG grant to make substantial improvements at Lincoln High and the possibility for increased parent and community engagement in particular. The district has been supportive through the entire application development process, and ultimately, Lincoln Public Schools will support the implementation of all school improvement strategies required by Lincoln High, without seeking funds for district level support.

District staff will be involved in two different ways to support the implementation of the grant interventions. First, just as the 5-member group of district directors (Curriculum, Federal Programs, Continuous Improvement, Elementary and Secondary Education) that supported the work of five Needs Improvement Title I schools this year, that same group will convene with Lincoln High administrators quarterly to be briefed on the progress of the grant and offer advice and consultation to the overall administration of the interventions. Second, the Federal Programs Department exists to provide the necessary infrastructure of grant support to projects big and small throughout the district. The Budget Coordinator and Grant Specialist will be in ongoing communication with the Principal and Intervention Project Manager on the implementation of the project and related budget issues. The Action Plan included in this grant will guide their collaborative work at Lincoln High.

B.10 Describe how families and community will be meaningfully engaged on an "on-going" basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.

One of three primary strategies of this proposal is family and community engagement. Virtually the only new and fully grant-funded position to be added to Lincoln High through SIG is a Family and Community Engagement Specialist, whose job it will be to create a sustainable framework for input from parents and community stakeholders. Specific goals for this position include:

1. Developing a Principal's Advisory Committee made up of stakeholders external to the building,
2. Redesigning the Family Resource Center to be a more functional resource for students and families—particularly refugee families, and
3. Coordinating a philosophical shift of Lincoln High as a community school, fusing community resources within the school in the support of students. This shift will ideally result in a formal program of student supports provided through significant partnership with community resources, provided both during the school day and after.

The Planning Year will only be the beginning of a rich relationship with parents and community, as the implementation intervention will provide a sustainable mechanism for their engagement.

B.11 Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school.

Foremost among the evidence-based curriculum included in this proposal are *Classroom Instruction That Works (2nd Edition)* as well as PLC framework/Data Teams process. McREL support will ensure

implementation of CITW2 and PLC/Data Teams with fidelity, including the Power Walkthrough. At the core of this partnership to engage students and improve instruction at Lincoln High is McREL's *What Matters Most* framework, which identifies key leverage points for schools where their efforts and investments of time and resources will most likely result in high returns for student success. Below is a description of how our project addresses each of these leverage points.

What Matters Most Framework

Components	Why	Touchstones	LPS-LHS-McREL Partnership
Guarantee Challenging, Engaging and Intentional Instruction	At the core of effective systems are teachers who challenge students, develop positive relationships with them, and are intentional in their use of a broad repertoire of teaching strategies.	<ul style="list-style-type: none"> -Setting high expectations and delivering challenging instruction. -Fostering engaging learning environments and meaningful relationships with students. -Intentionally matching instructional strategies to learning goals. 	Professional development and on-going support for Instructional Leaders on CITW2 develop the knowledge, understanding and skills to lead deep implementation of research-based instructional strategies by teachers, departments and PLC/Data Teams.
Ensure Curricular Pathways to Success	High-performing systems guarantee that all students in every classroom, provided no matter what their aspirations, are provided with both challenging and personalized learning experiences that prepare them for life success.	<ul style="list-style-type: none"> -Providing all students with high-expectations curricula. -Providing all students with personalized learning opportunities. 	
Provide Whole-Child Student Support	To help students meet high expectations, school systems need to provide cognitive, emotional, and learning supports to address a variety of student-level factors that are crucial to their success, such as home environment, background knowledge, and motivation.	<ul style="list-style-type: none"> -Providing real-time supports in keeping with the ounce-of-prevention principle. - Addressing the deep causes of student performance: home environment, prior knowledge, interest, and motivation. 	The research-based strategies of component 1, Creating the Environment for Learning, of CITW2 (especially Setting Objectives and Providing Feedback, Reinforcing Effort and Providing Recognition) strongly address the first touchstone when implemented by every teacher, every day in every classroom.

Create High-Performance School Cultures	Effective schools ensure high-quality learning experiences in every classroom. At the same time, they develop a culture of high expectations for learning and behavior, which is an even more powerful predictor of student success than socioeconomic status.	-Raising the quality and reducing the variability of teaching across the school -Creating a culture of high expectations for academics and behavior	The use of McREL Power Walk Through App to gather data about the depth of CITW2 implementation across all classrooms and all departments will provide data to analyze to create an action plan to raise the quality of instruction and reduce the variability of practice across the school.
Develop Data-Driven "High-Reliability" Systems	High-performing school systems put data systems and processes in place to ensure consistently high-quality learning experiences for all students and follow established procedures for providing real-time responses to student failures.	Developing a healthy, data-driven preoccupation with failure, prevention, and intervention. - Attending to the "core" business of schooling: great teachers and teaching - Developing a healthy, data-driven preoccupation with failure, prevention, and intervention	The quality, fidelity, intensity and consistency of the implementation of the resulting action plan will be continually monitored by the ongoing analysis of data generated by use of the McREL Power Walk Through.

Simply Better: Doing What Matters Most to Change the Odds for Student Success
 Bryan Goodwin. Alexandria, VA: ASCD, 2011 McREL (Mid-continent Research for Education and Learning).

The following summary infuses both the PLC framework and the Data Teams process, as utilized by LPS.

We are Professional Learning Communities that utilize the Data Teams process.

- In essence, The PLC model provides the foundation while Data Teams provide the structure, the fuel, and the power behind the PLC.

The Dufour Model for PLCs

1. What are students supposed to know and be able to do? (LPS Standards)
2. How do we know when our students have learned? Common Formative Assessments? DCA's?
3. How do we respond when students haven't Learned? (Interventions)
4. How do we respond when students already know the content? (Differentiation)

What are Data Teams?

- The Data Team Process is a six-step process used by collaborative instructional grade-level teams to collect and analyze data and make decisions in regard to instructional strategies.
- The Data Team Process is designed to bring about greater learning for students, teachers and administrators.
- Teams create common formative assessments and use the results as a basis to create smart goals and determine and implement research-based interventions for diverse learners

What is the Data Team Six-Step Process

The Six Step Process

1. Collect and Chart Data
2. Analyze Data and Prioritize Needs
3. Set, review, and revise SMART Goals
4. Select Common Instructional Strategies
5. Determine Results Indicators
6. Monitor and Evaluate Results

Step 1: Collect and Chart Data (5% of your PLC time) - Data teams gather and display data from formative assessment results. Through the disaggregation in this step, teams will be able to plan for the acceleration of learning for all students. This is a quick summary of the numbers you are seeing and what was collected.

Step 2: Analyze data and prioritize needs (30% of your time) – Data Teams identify the strengths and needs of students performance and then form inferences. (**Inferences** - Why did the numbers come out this way? What other observations can you make about the students, the assessment, and the results?)

Step 3: SMART goal (5% of time) – Data Teams collaboratively set incremental goals are reviewed and revised throughout the data cycle.

S: (Specific) **M:** (Measurable) **A:** (Attainable) **R:** (Relevant) **T:** (Timely)

Step 4: Select Common Instructional Strategies (30% of your time) – Teams collaboratively identify research-based instructional strategies. The determination is based on the analysis in Step 2.

Step 5: Determine Results Indicators (30% of your time) – Data Teams create descriptors of successful strategy implementation as well as improvements to be seen in on going student work that would indicate the effectiveness of the selected strategies. – How will we know are strategies are working? Teams create descriptors of successful implementation of the strategies.

Step 6: Monitor data and continue the data team process based on your findings. (While Step 6 is not an explicit part of the meeting, Data Teams collectively reflect on their use of the agreed upon instructional strategies by reviewing student work samples. Members provide and receive assistance in using the strategy as needed, and collaboratively decide on any necessary, modifications.)

McREL's Power Walkthrough App allows for the focused collection of classroom observation data related to research-based instructional strategies. Built on McREL's successful walkthrough model and the research-based strategies of *Classroom Instruction That Works* (2nd ed.), this software can be loaded onto any mobile device to provide tools and templates to help look for and collect data on the most important elements of effective teaching.

The data reports generated from multiple walk-throughs provide a vehicle for supporting classroom instruction, school improvement while building an instructional leader's knowledge through involving them in observation of specific research-based strategies and data collection. The use of walkthroughs among instructional leaders using the same tool and templates based on CITW2 followed by "debriefing" conversations reduces the variability of feedback given teachers by varying instructional leaders.

The Power Walkthrough (PWT) is an example of a classroom data collection system that allows principals and instructional coaches alike to collect and use walkthrough data and lesson observations to collaborate with teachers as they hone their craft. It facilitates collegial conversations between school leaders, coaches and the teachers they support. It could also be used among a small, collaborative group of teachers engaging in instructional rounds that include peer observations. A typical classroom walkthrough is 3-5 minutes in length and the PWT App allows for immediate data collection and uploading of walkthrough data that is added to an aggregate database that is specific to each school using the App.

- B.12 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

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

Planning/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) represent a meaningful change that has promise for improving student achievement from prior years and is research based, (e) represents a significant reform that goes beyond the basic educational program, and (f) meet the "supplement not supplant" requirement.

Allowable activities for planning/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: provide remediation and enrichment to students through programs with evidence of raising achievement, identify and purchase instructional materials that are research-based and aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, and devising student assessments;

- 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.

Year 1 will be a Planning Year to include significant professional development in advance of implementing embedded instructional coaching and success coaching, as well as development of parent and community support infrastructures.

- Hiring of an Intervention Project Manager (IPM)
- Initiation of embedded instructional coaching through intensive training
- Hiring of a Parent and Community Engagement Specialist who will develop an external Principal's Advisory Committee (*This will be paid through Title I support*)
- Planning for restructuring of the Family Resource Center
- Training of 6 teachers on Grit and Growth Mindset curriculum in preparation of becoming Success Coaches for 11th and 12th grade students

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 planning/ 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 planning/ pre-implementation costs included in LEA-level budgets.

The LEA is not requesting any funds. All funds will be expended at the school building level.

- C.2. The District may choose to complete the optional LEA-level Budget for District-level support among all Tier I, Tier II, and Tier III schools receiving a School Improvement Grant. If a District is submitting an application for only one building, costs for LEA-level activities designed to support implementation of the selected school intervention model in a Tier I, Tier II or Tier III school *may* be included in the budget for the building. The link to the Budget Form is:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

The EXCEL Spreadsheet contains all budget pages, from three to five years, including a summary budget for the entire application. Attachment C contains a sample budget page.

NOTE: NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

The LEA is not requesting any funds. All funds will be expended at the school building level.

PART D. ASSURANCES

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- (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) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- (4) 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;
- (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (9) Report to the NDE the school-level data required under section III of the final requirements including baseline data for the year prior to SIG implementation.

PART E. WAIVERS

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- 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 to be utilized for all approved models. 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 schools Needs Improvement plan. 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.

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. 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 (IPM). The IPM will have, at a minimum, a current Nebraska teaching certificate. The position will be at the school level. The Intervention Project Manager (IPM) 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.

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 six intervention models and is on NDE's Title I-A 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 Improvement Plans included in the NCLB Consolidated 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.

Complete the table below using 2013-14 data. Provide an explanation if any data is not available.

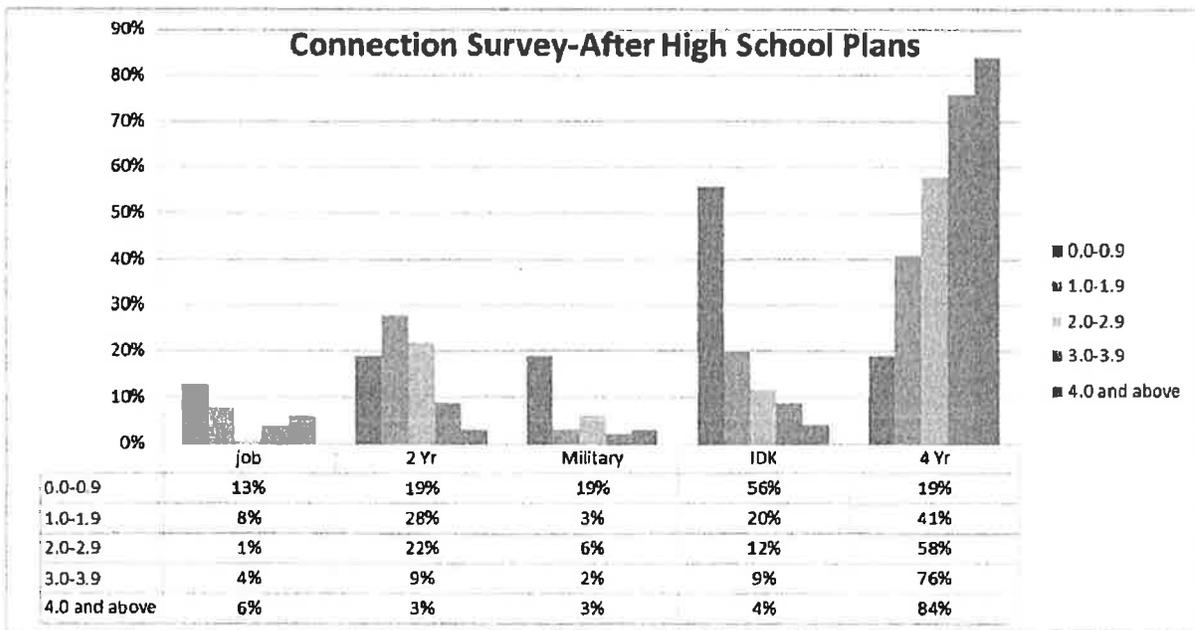
Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	18.89%
(2) Graduation rate (AYP graduation rate for high schools only)	66.58%
(3) College enrollment rate (high schools only)	52%
Leading Indicators	
(4) Number of minutes within the school year	78,960
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	534 33.6%
(6) Dropout rate (total for high schools only)	9.9%
(7) Student attendance rate	90.7%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	S=460 E=20
(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	
(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).

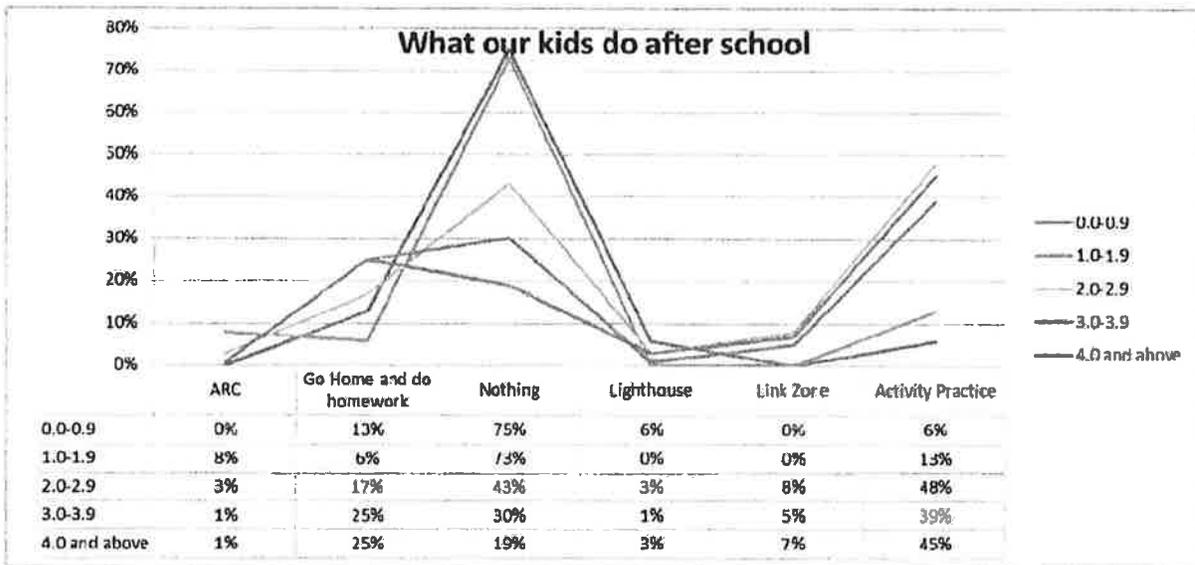
As already discussed in Section 1, Part B(1), Lincoln High's student academic indicators have been of concern for many years within LPS. Interventions applied throughout the district have not had the same positive impact at Lincoln High that they have had in other buildings. What stands out at Lincoln High among other high schools in the district is its significantly higher proportion of students in poverty—62.76%—as well as its high number of ELL students. While demographic data reflects that 12.2% of the school's total enrollment are ELL students, a recent data inquiry revealed that 32% of Lincoln High students have a history at LPS of being designated ELL at some point in their educational journey. This may help to understand why such a large proportion of students struggle with reading and, in particular, vocabulary and fluency. The use of laser-focused data to inform and improve instruction is certainly

needed in order to understand who and how best to teach and re-teach curriculum to help students understand. (Related intervention includes embedded instructional coaching.)

Another area of need among Lincoln High students is support for developing a clear vision for their future as adults. According to a survey of students conducted this year at Lincoln High, and a cross-reference of student responses based on GPA, those with very low academic scores are much less likely to consider college or any specific future that involves education or employment. This, combined with the lack of hope and engagement articulated among students as described in Section 1, Part B(1) make it apparent that there is a need for positive and consistent adult support for many students, with accountability, to help students gain a sense of purpose and direction, and intention toward high school graduation and contributing to society as adults. (Related interventions include Success Coaches and Student Engagement Events and Speakers)



After-school activities among students also help us understand how some of the most vulnerable time of the day is being spent by our students. Again, a data analysis of after school activities, cross-referenced by GPA, clearly shows that students who are struggling the most academically are the least likely to use their free time in support of their education. In general, it appears that many of the resources provided at Lincoln High are not fully utilized as they currently exist, and a revision of a tiered academic support system to extend learning time is needed. (Related interventions include Extended Day Learning Center, Community School and Family Resource Center.)



One final factor of interest that has influenced the design of this proposal is based on an analysis of student absences at Lincoln High. Following a 3-tiered categorization of students based on the number of days of absence last year, it is clear that the more days of absence leads to lower academic performance. At Lincoln High, this is a breathtaking issue—with 29% of the student population missing 10% or more of the school year. The typical goal for a school is to maintain the number of students at this threshold at 10%. Those absent the most are also using a significant proportion of administrative resources, as they make up 78% of administrative referrals. Student engagement at Lincoln High, from the very basic function of committing to come to school to the interaction in the classroom, is of utmost concern. (Related interventions include Success Coaches and Student Engagement Events and Speakers)

	Tier 3	Tier 2	Tier 1
Days Absence	10+ days of absence	5-10 days of absence	0-5 days of absence
# of students	492	367	860
% of total enrollment	29%	21%	50%
Average GPA	1.9	2.5	3.1
% that are FRL	79%	69%	55%
Percentage of LH Referrals	78%	16%	6%

- (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?

Internal to Lincoln High, multiple programs exist to support students academically. Because Lincoln High has the highest proportion of students in poverty among our local high schools, many programs exist to address the risk factors associated with poverty that cause students to suffer or be distracted from school.

- In 2007, Lincoln High became an International Baccalaureate World School. This highly rigorous, college preparation course of study draws students to Lincoln High from all across the district, as it was the second IB program developed in Nebraska. Students who earn an IB Diploma are eligible to be granted college credit, advanced standing, and admittance to universities of distinction around the world. Approximately 320 students are part of this program.
- Link Zone is a drop-in voluntary after-school homework shelter housed in the Media Center after school until 5pm. This is a safe place for students to get help on homework from certified teachers, college students and their peers.
- Academic Resource Center, typically referred to as ARC, is an after-school homework session to which a student is assigned either by their teacher or their administrator if they need help. Each ARC room is staffed by a certified teacher within their area of study, though it may not be their own teacher. Attendance is required.
- The district operates a 6-week summer school program at another school for all high school students in the district. Lincoln High encourages any student behind in credits to attend summer school, and counselors will meet with parents during second semester to include them in that decision.
- A Student Assistance Team supports students who are struggling academically or showing behavior concerns that may interfere with their education. The student, family, teachers, counselor, school psychologist and an administrator meet to discuss next steps including academic testing to determine if the student should have a 504 plan or be given special education services.
- A full-time Cultural Advocate is employed at Lincoln High specifically to help support the academic needs of refugee and migrant students. This position has been crucial to helping these older students, almost half of whom have had limited formal education before coming to Lincoln, to acclimate to the school environment and culture. Parent engagement is an important component of this person's work as well.
- Lincoln High has a Family Resource Center that is intended to be a place for parents coming into the building to feel comfortable and get their needs met broadly. Unfortunately, as staff have turned over in the administration of this center, the vision for its purpose has been lost so that the center does not meet this important need sufficiently. The Parent and Community Engagement Specialist will take on the challenge of re-creating the Family Resource Center as a hub for parent engagement.
- Lincoln High is one of four high schools that offer a Student Parent Program to support teen parents as they work to complete high school. A Student Child Learning Center offers child care while the teen parent goes to school and requires students to take a course on parenting and

child development. A companion component to the program offers home visitation to these parents to offer one-on-one modeling and teaching of parenting skills. The program serves 15 to 20 student parents each year.

- Because the highest number of migrant students in LPS, mostly from Mexico, attend Lincoln High, the district uses federal Migrant Education funds to support tutoring of identified migrant students in reading and math.
- Clubs are a great way for each student to find their niche at Lincoln High. Once a month, each student may attend two school-sponsored clubs during the school day. Students choose from approximately 30 clubs, including Red Cross, Fellowship of Christian Athletes, Chess Club, African-American Caucus, and Karate Club to name a few.
- Link Crew is a group of 10th through 12th grade students who take responsibility to help new 9th grade students acclimate to high school life. This group plans the first day of 9th grade for students and plans activities throughout the year to help these younger students feel comfortable. Each year, more than 100 students sign up to participate.
- Lincoln High offers a wide array of co-curricular programs to students including athletics, fine arts and many opportunities for community service and leadership development. Students who become more involved in school activities experience greater satisfaction with school and higher academic achievement than those who do not get involved.

Community partners also provide supports to students at Lincoln High as well:

- Family Service conducts small groups on anger management and stress/anxiety, as well as individual therapy for students discreetly during the school day
- Child Guidance offers substance abuse treatment small group work for students in need
- The HUB provides early truancy-related case management, which started under the High School Graduation Initiative grant but will continue after the grant expires
- Lancaster County Human Services and the County Attorney sponsor a program for students who have been truant 20 days or more, to offer therapy and case management services as an alternative to filing in court.
- TeamMates is a one-on-one mentoring program founded by Dr. Tom Osborne, which pairs adults from the community with students who would benefit from having a positive adult in their life.

While these services number many, a great need still exists at Lincoln High for more focused management of these resources in determining which are most appropriate and effective for each student. In particular, the following gaps have been identified by Lincoln High administrators based on a building-wide assessment:

Effective Instructional Supports:

- Need: Data-driven instructional practices that lead to greater student engagement and better academic outcomes for students.
 - Proposed Strategy: Embedded Instructional Coaching
 - Proposed Strategy: Extended Day Learning Center to provide additional educational opportunities on core academic and other subjects, as well as enrichment activities.

Student Engagement:

- Need: Increased school attendance throughout the student population

- Proposed Strategy: *An all-school attendance initiative is being proposed for three-year intensive support through a local foundation, separate from this SIG proposal.*
- Need: Greater course participation among student population
 - Proposed Strategy: Utilization of Success Coaches for 11th and 12th grade students with no remaining room to fail in order to graduate on time. Success Coaches will need to be trained on motivation and grit and growth mindset. (Teams are already in place to support and maintain engagement among 9th and 10th grade students.)
 - Proposed Strategy: Regular, scheduled quarterly events to promote student engagement. Routine is important to high-risk students, and routines promoting a grit and growth mindset will help nurture and maintain involvement by students

Parent and Community Engagement:

- Need: Greater involvement of parents and community in the school’s structure of student supports
 - Proposed Strategy: Development of an external Principal’s Advisory Committee to consult and advise on instruction and student supports
 - Proposed Strategy: Revise and improve Family Resource Center, giving greater emphasis as a support for parents of refugee students
 - Proposed Strategy: Development of Lincoln High as a community school, with particular emphasis on identifying supports that can be brought into the building to better prepare students

(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?

Staff Profile	Teacher Count with Master's degrees	Average Years of Teaching Experience
State of Nebraska (2013-14)	51.73%	14.56
Lincoln Public Schools district (2013-14)	50.88%	14.72
Lincoln High School	61.15%	15.4

Lincoln High School, as of the 2014-15 school year, had 139 certified teaching staff. Nineteen new, certified staff were hired for this school year, and 20 are scheduled to be hired for the 2015-2016 school year, both due primarily to multiple retirements as well as increasing enrollment numbers at Lincoln High. Despite this turnover of 14% each year, Lincoln High still employs teachers with more average years of teaching experience than either the district or the state, as noted in the chart above, and a significantly higher proportion of staff who hold a Master’s degree or higher. However, given the number of new teachers that are and will be at Lincoln High next year, the unique opportunity this grant

affords to train more deeply on CITW2 and the data teams process will be extremely pertinent to institutionalizing the practice of effective data-driven instructional improvement in the building.

The magnitude of the school's storied history as the oldest public high school in Nebraska is not lost on this team. Many teachers articulate their dedication to this particular school because of both its rich tradition and their personal mission to serve its unique student demographic. Lincoln High serves as the crossroads for over 50 countries and 65 languages, as well as for the extremes of poverty and wealth in Lincoln. LPS believes the dedication of this team of staff is crucial to its future, both in support of the new principal and the implementation of the Transformation model over the next five years.

Professional development at Lincoln High always has a focus each school year. In the current school year, focus has been on formative assessment as this was identified as an area of significant need through both the School Improvement Plan (SIP) Team and through PLCs in the previous year. Since this isn't an area of significant teacher training in baccalaureate programs locally, teachers in almost every curriculum area are ill equipped to develop meaningful formative assessments that truly target the intended learning objectives. PD for the year was meant to start the conversation for our teachers, giving them a safe environment to learn and explore the foundational work involved in writing assessments. This year of development has nicely set the stage for teachers who are eager to learn more deeply and actually write objectives and assessments. What it has made clear, however, is that the two-days of training for one or two administrators to take back to the building and train everyone else is definitely not sufficient to meet the needs of Lincoln High teachers. Although the roll-out of CITW2 is a district initiative, Lincoln High's strategic plan includes a much more intense implementation process, triggered by the training of Instructional Team Leaders to facilitate more profound learning to connect this initiative to our previous training on Professional Learning Communities and the data teams process.

The teacher evaluation system implemented at Lincoln High is the same throughout the district. Teachers are appraised by building administrators on the district growth model appraisal system developed using Charlotte Danielson's appraisal system, which has been implemented at LPS since 2010. Each staff member sets personal professional goals in at least two domains each year and documents growth using artifacts, observations and conferencing with supervisors. This evaluation system was selected for its intentional reflective nature, and teachers throughout the district have expressed their satisfaction with the process. It is through the classroom observation process that Lincoln High administrators began to notice that teachers, generally, were not effective in sharing their learning objectives with their students or in tying their daily lessons to those objectives. The connection between ratings and comments from classroom observations and the lack of student engagement observed by the AdvancED Site Visit Team became apparent. While professional development on formative assessment did help provide some clarity to some teachers, the highest proportion of staff who were effective at stating learning objectives and tying the objectives to the daily lesson was 55%, according to accumulated appraisal data reported by the principal. The need for much deeper professional development became clear.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to 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?

Following the 2013 AdvancED visitation, recommendations were made in regards to instructional practices that promote student engagement, as well as a requirement to utilize data and increase data and assessment literacy. This requirement's intent was reiterated through an internal survey of PLC teams, which suggested that few teachers at Lincoln High feel competent in developing instructional objectives that are aligned with State standards, or in developing formative assessments that help measure those objectives. This was also echoed in the results of classroom observations, as articulated above. Some curriculum departments began work to develop these skills earlier than others, and some curriculum lends itself better to clear instructional objectives (e.g., math) than others (e.g., social studies). Some departments, because State standards were developed earlier than for others, have had more time and training through their curriculum consultants. During the past two years, all certified staff have participated in the data teams process through PLCs, but with varying levels of participation and understanding of the tasks defined for them, inconsistency and confusion have occurred.

To address the data-driven instructional needs, LHS will utilize *Classroom Instruction That Works 2* (Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and BJ Stone) and the Data Teams process developed by Leading and Learning Center as a two-pronged approach for how to improve instruction through PLCs. This will allow staff to build on previous work to better understand and break down the setting of objectives and the use of formative assessments. This school-wide focus on instruction will allow for consistent and intensified understandings grounded in research-based best practices. The development of Instructional Team Leaders (and ultimately department chairs as the mechanism for sustainability) as embedded instructional coaches will take this professional learning to a deeper level as they help ensure the use of best practices in the classrooms. These leaders will be charged with keeping PLCs focused on these strategies while lesson planning and working through the data teams process, as well as provide overall leadership and feedback to teachers in a coaching type of role.

This grant will allow LHS to learn from intensive support by McREL, with support from district Curriculum Specialists. A McREL consultant will lead deep and ongoing professional development related to assessment literacy and the utilization of data in making data informed instructional decisions.

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

Current system efforts that may impact the SIG grant include:

- Designation of PLC time weekly at the secondary level. Every Tuesday from 2:15 to 3:15 pm, school is dismissed early for students so that curricular teams can review individual student data. For the purpose of this project, the PLC as the mechanism for data-driven instructional improvement will be the foundation of SIG work; however, the pace of implementation of Data Teams used throughout the district will be suspended at Lincoln High in order to accommodate a slower, deeper and more tailored implementation, preceded by the development of common instructional objectives and effective assessments to measure growth toward them. This

primary grant strategy is in direct response to the district and Lincoln High's school improvement plan laid out after receiving the AdvancED accreditation report.

- Related to this, the recent hire of a new Director for Continuous Improvement is well-timed with this proposal, giving the new Director the opportunity to help lead in this intentional shift in PLC work and design, while also maintaining the tempo for the rest of the district.
- Because the design of this grant is in direct response to recommendations made in the 2013 AdvancED accreditation report for Lincoln High, district administrators will watch and support its implementation to ensure its success. It is also likely that, as Year 2 or 3 begins, Lincoln High administrators will be asked to speak at district functions in order to share progress and lessons learned from grant strategies, so that others in the district can begin dialogue on similar improvements.
- Support from the Lincoln Education Association (LEA) and the Lincoln Public Schools Board of Education for this type of instructionally innovative project has precedence, as a Site Variance Process is outlined in the Professional Agreement and in the Certified Handbook. LPS was fortunate enough to receive a SIG grant for Elliott Elementary School in 2010, and at that time, exceptions were allowed to be written into district procedures that provide for a change in instructional time. This prior development paves the way for any innovative strategies for extended learning time that may come as a result of this grant.
- The district has convened an ELL Study Group over the course of the current school year to develop recommendations for better instructional strategies to implement across the district. This group included a cross section of building and district staff, and included focus groups with families in order to get all perspectives. This spring, the group unveiled their recommendations, some of which included implementing more graduation credit classes instead of the many elective classes currently offered to ELL students, which Lincoln High will pilot next year, and the development of an ELL endorsement in partnership with a local post-secondary institution. A similar program was developed between Omaha Public School and Concordia College, which was the basis for this recommendation. LPS has worked this spring to develop a similar 15-credit program, and will pilot it in the fall. One way that teachers will be encouraged to use their performance standard-related incentives through this grant will be to invest in credit toward the ELL endorsement, which will likely begin in Year 3 once SIG strategy-related data can be mined. This will provide a meaningful solution to the lack of teacher training among general education teachers, which will in turn, help ELL students have a better understanding of instructional literacy.

- (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.

As mentioned in Section 1, the district convened a team to extensively review student achievement data, school programs data, student and teacher perception data, and demographic data in order to determine the depth of need at Lincoln High. This was followed by testing the idea with multiple broader stakeholder groups related to community support for the district's use of curriculum and strategic planning, as well as Title I principals. These discussions culminated in a strong recommendation to make application, using the only intervention model that made sense for Lincoln High—the Transformation model. This recommendation was presented to the district's Continuous School Improvement Process (SIP) Team, which concurred. As the second semester began, Lincoln High administrators were brought into the discussion and heartily agreed with the recommendation, immediately beginning to review data as part of a scheduled SIP Team meeting in January, which includes a number of parents and community stakeholders. A plan for development of the proposal

included several after school meetings to which all staff were invited to help inform strategies that were categorized into Instruction, Engagement and Student Supports. A cross section of parents representing various sub-groups of students was also invited to participate. It is from these meetings that the idea of embedded instructional coaching, rather than hiring instructional coaches that would be difficult to sustain after the grant ends, was borne. A handful of randomly selected teachers were also asked to survey their students about improvements they feel would benefit them in the future, which led to a better understanding of what is needed to enhance student engagement and culture in the building.

The Assistant Principal in charge of PLCs, Mark Larson, took particular leadership in the development of the proposal through this point, which was about the time he was announced as the new Principal for Lincoln High starting July 1st. The consistency of his leadership in this process has helped propel an easy transition for staff to see him as the principal for next year, and because he used a very democratic mechanism to get input on the grant from across the building, there is already a shared vision for Lincoln High for next year following the tenants of culture, coherence and stability.

The combined staff, parent and student input was reviewed by Mr. Larson along with a team of building staff and Federal Programs district staff to begin paring down into a coherent action plan. Grounded in need articulated through student achievement data and AdvancED recommendations, this proposal now reflects those strategies that are collectively felt to bring the greatest systemic changes to improve both instruction and culture at Lincoln High. As the school year came to a close, the grant intervention of embedded instructional coaching was revealed to all Lincoln High staff, asking them to consider getting involved at that level. Mr. Larson also met with those that will be involved in carrying out other strategies in the grant to describe the five-year vision, including their grant-related role and expectations for sustainability of the strategy. The school year ended on a note of excitement for the potential that lies ahead.

Once a draft of the full proposal was developed, it was disseminated among district and building staff, as well as parents that attended the after school meetings and a few students as well. Feedback from this review resulted in minor changes, including a deeper explanation of the distinction between Lincoln High's proposed use of PLCs and data-driven instruction and that of the rest of the district.

A.2. Action Plans

Action Plans for Tier I and Tier II Schools

When the analysis of need is completed, the school must select one of the six intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, for three of the potential five years of the 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 six models provided below.

Six 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) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that----
 - (1) Will be used for continual improvement of instruction;
 - (2) Meaningfully differentiate performance using at least three performance levels;
 - (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
 - (4) Evaluate teachers and principals on a regular basis;
 - (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
 - (6) Will be used to inform personnel decisions.
 - (C) Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation 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; and
 - (D) 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 school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.
- (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; and*
- (C) *Provide staff ongoing, high-quality, job-embedded professional development (for example, 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.*

(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.

(e) Evidence-Based Whole-School Reform Model: An evidence-based whole-school reform model must be supported by evidence of effectiveness including at least one study of the model that:

- (1) Meets What Works Clearinghouse evidence standards with or without reservations (i.e., is a qualifying experimental or quasi-experimental study);¹
- (2) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
- (3) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 C.F.R. § 77.1.

Multiple studies can cumulatively meet the large and multi-site sample requirements so long as

each study meets the other requirements above.

An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the Department as meeting applicable requirements. The Department intends to publish a list of such models and will notify SEAs when that list is available. (For more information on the review and identification process, see <http://www2.ed.gov/programs/sif/npr-wholeschlreform.html>.)

- (f) Early Learning Model: An early learning model is one in which an LEA does each of the following in an elementary school:*
- (1) Offers full-day kindergarten;*
 - (2) Establishes or expands a high-quality preschool program;*
 - (3) Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;*
 - (4) Replaces the principal who led the school prior to commencement of the early learning model;*
 - (5) Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement;*
 - (6) Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;*
 - (7) Implements 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system;*
 - (8) Uses data to identify and implement an instructional program that—*
 - a. Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and*
 - b. In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;*
 - (9) Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and*
 - (10) Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (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 implement successfully school reform strategies.*

Rural Flexibility

An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

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.

Action Plans are to cover the three to five year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. 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 five year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

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 to five years or whatever is the duration of the grant. 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.

Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6 process) Preparation for Accountability Measures.

Activity	Professional Development in Preparation of Implementation Activities
Key steps	<p>1. Hire and train Intervention Program Manager to coordinate and lead all professional development, as well as all other action plan items</p> <p>2. Identify cohort of 34 teachers, along with 13 department chairs, to be trained on <i>Classroom Instruction That Works 2 and Data Teams</i>. These teachers will then become Instructional Team Leaders whose role will be to provide embedded instructional coaching by leading weekly PLC activities for their respective departments/instructional groups on deeper implementation of the CITW2 and Data Teams curricula.</p> <ul style="list-style-type: none"> ➤ Contract with McREL for CITW2 & Data Teams-related training as part of a summer boot camp (assessment literacy, development of common formative assessment, data collection, reporting, interpretation, change implementation) for ITLs and department chairs, in partnership with district curriculum specialists (Boot Camps held Years 1-3) ➤ Develop and approve policy/stipends for ITLs to participate in Power Walkthrough observations in classrooms during extra periods ➤ Develop and approve policy for extended duty/incentive pay for teachers for SIG process, as appropriate <p>3. Train 6 teachers to be Success Coaches, using <i>Grit & Growth Mindset</i> curriculum developed internally by LHS administrators</p>
Start Date	August, 2015
Full implementation date	June, 2016
Person(s) responsible	Principal, Intervention Project Manager, Assistant Principal for Instruction, McREL staff, Director of Continuous Improvement, LHS Grit & Growth Mindset curriculum development team
Monitor and evaluate	Deliverables outlined in Service Agreements with contractor; in action-after action reviews with McREL Status of policy development or changes on stipends and incentive pay % completion of training
Cost (Year 1)	\$69,250 (includes 0.5 FTE of IPM from grant)

Planning/Pre-Implementation Action Plan 2 Transformation Intervention Model

Activity	Initiate relationships with parents and community stakeholders to improve student opportunities and outcomes	
Key steps	<ol style="list-style-type: none"> 1. Develop job description for full-time Parent and Community Engagement Specialist, advertise and hire (<i>paid by Title I</i>) 2. Establish external Principal Advisory Committee to assist with effort, including determining membership of community stakeholders and the role they will play—community groups, organizations and businesses; community leaders and exemplars of success from various ethnic and demographic groupings 3. Remodel classroom to be fully functional, dedicated Family Resource Center (remove counter, repair floors, paint walls) 4. Begin outreach to individual potential partners, meeting individually and in groups with interested stakeholders to begin determining how to benefit students in support of Success Coaches and Family Resource Center to be developed 	
Start Date	October 2015	
Full implementation date	August 2016 – May 2020	
Person(s) responsible	LHS principal, Intervention Project Manager, Parent and Community Engagement Specialist, Assistant Principal for Engagement	
Monitor and evaluate	Hiring/training status of Parent and Community Engagement Specialist Status of development of Principal Advisory Committee Status of Family Resource Center # of community partnerships established with purpose	
Cost (Year 1)	\$5,500 (<i>salary for the Parent and Community Engagement Specialist will be paid by Title I</i>)	

Planning/Pre-Implementation Action Plan 3 Transformation Intervention Model

Activity	Pilot student engagement strategies to improve attendance, behavior and grades	
Key steps	<ol style="list-style-type: none"> 1. Develop Grit & Growth Mindset curriculum using an internal curriculum development team made up of LHS administrators previously trained on this philosophical approach 2. Train six teachers as Success Coaches 3. Pilot Success Coach model, using trained Success Coaches to work with approximately 70 12th grade students at greatest risk of not graduating on time 	
Start Date	August 2015	
Full implementation date	August 2016 – May 2020	
Person(s) responsible	LHS principal, Intervention Project Manager, Assistant Principal for Engagement, Success Coaches	
Monitor and evaluate	Course standing/completion/attendance among students receiving coaching, and graduation status of these students	
Cost (Year 1)	\$52,448	

Planning/Pre-Implementation Action Plan 4 Transformation Intervention Model

Activity	Plan and begin implementation of Extended Day Learning Center
Key steps	<ol style="list-style-type: none"> 1. Contract with Lighthouse to provide extended day services, available to all students during the school year, to include core academic and other subjects as well as enrichment activities. Services will occur from 3:05 – 5:00 p.m. daily. 2. Newly hired Parent and Community Engagement Specialist works to expand the center to include additional community partnerships for greater breadth and depth of programming 3. LHS Administration work with district staff and LEA to plan for any necessary schedule changes to accommodate Learning Center programming
Start Date	August 2015
Full implementation date	August 2015 – May 2020
Person(s) responsible Monitor and evaluate	Principal, Intervention Project Manager, HR LEA Representative, LEA, Parent and Community Engagement Specialist Deliverables outlined in Service Agreement with Lighthouse Attendance/academic improvement among targeted students Student Satisfaction with Extended Day Learning Center Evaluation of LEA policy, progress made toward any necessary changes
Cost (Year 1)	\$20,000

Action Plan Transformation Intervention Model - 1

Requirement (1A): Developing and increasing teacher and school leader effectiveness	
(A) Replace the principal who led the school prior to commencement of the transformation model	
NOTE: This requirement is an option for Tier III schools.	
Activity	Replacement of current principal
Key steps	New principal hired March 2015, to take effect July 1, 2015
Start Date	July 2015
Full implementation date	July 2015
Person(s) responsible	Superintendent, Associate Superintendent of Curriculum & Instruction, Director of Secondary Education
Monitor and evaluate	Annual principal evaluation tool
Cost for duration of grant	\$0 (<i>District has already encumbered any cost related to this action item</i>)

Action Plan Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness	
(B) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement that-	
(1) Will be used for continual improvement of instruction;	
(2) Meaningfully differentiate performance using at least three performance levels;	
(3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;	
(4) Evaluate teachers and principals on a regular basis;	
(5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and	
(6) Will be used to inform personnel decisions	
Activity	Modify Lincoln Public Schools Evaluation System to reflect high school instructional priority
Key steps	<ol style="list-style-type: none"> 1. Teacher/Principal Evaluation <ul style="list-style-type: none"> Review and modify teacher and principal evaluation rubrics to include a student achievement-related rubric focused on common instructional objectives developed in PLCs Pilot additional teacher evaluation rubric Modify and adopt additional rubric Train all appraisers on additional rubric

	<p>2. Utilize instructional data system to verify progress on PLC common instructional objectives, in the following manner: PLC groups for core content areas develop common instructional objectives then develop formative and summative evaluations for measuring student progress Student progress on summative evaluations is provided to instructors and PLC Teams meet to consider strategies to engage/reteach students who do not demonstrate progress on summative measures. Data regarding student progress is provided to instructors in tabular and graphic format as an aggregate of individual student progress and class progress on a monthly basis. Difficulties experienced by class in course mastery of instructional objective(s) are analyzed and discussed in PLC Groups. Reteaching or other interventions are provided for struggling students Progress data is reviewed again the following month for improvement PLC Team common instructional objectives, with measures, are reviewed as part of teacher evaluation</p>
Start Date	August 2016
Full implementation date	August 2016-May 2020
Person(s) responsible	Associate Superintendent for Instruction, Director of Secondary Education, Principal, Intervention Project Manager, all LHS administrators, LPS School Board
Monitor and evaluate	Updates to Principal/Teacher Appraisal Tools Use of Principal/Teacher Appraisal Tools Evaluation of data-driven decision making capacity will be part of overall McREL evaluation
Cost for duration of grant	\$0 (Additional appraisal rubric has already been developed for temporary use elsewhere in the district, no additional costs are necessary at this time.)

Action Plan Transformation Intervention Model - 3

<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Use the teacher and principal evaluation and support system described above to 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.</p>	
Activity	Staff participating in non-contract summer, evening and weekend professional development will be compensated up to \$150/day.

Key steps	Develop incentive/extra duty pay policy Have policy approved by LEA and School Board
Start Date	June 2016
Full implementation date	June 2016-July 2018
Person(s) responsible	Principal, Intervention Project Manager
Monitor and evaluate	Verification of completion of professional development
Cost for duration of grant	\$58,500

Action Plan Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness	
(D) 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 school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.	
Activity	1. Teachers will be provided financial incentives toward either pertinent post-secondary course tuition (e.g., ELL endorsement) or professional development opportunities when instructional objectives are met
Key steps	1. Administrative review of PLC status on meeting objectives will be conducted annually 2. Based on evidence that a PLC has met its instructional objectives, its members will be offered financial incentive options
Start Date	August 2016
Full implementation date	August 2016-July 2019
Person(s) responsible	LHS Principal, Intervention Project Manager
Monitor and evaluate	Verification of PLC data to ensure improvement in instructional objectives Record keeping on use of incentives for tuition vs. professional development Evaluation of professional development, satisfaction surveys on post-secondary courses completed
Cost for duration of grant	\$75,000

Action Plan Transformation Intervention Model - 5

Requirement (2A): Comprehensive instructional reform strategies:

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

Activity	Full implementation of embedded instructional coaching using the PLC framework Based on the results of deeper implementation of CITW2, CITW-ELL and Data Teams, instructional interventions will be put into place
Key steps	Provide ongoing professional development to PLCs on effective instructional practices, assessment literacy and development, and use of data loop to inform instruction; review the process of deconstructing instructional objectives following state standards and the scope and sequence of respective courses/curriculum areas
Start Date	June 2016
Full implementation date	June 2016-July 2020
Person(s) responsible	Principal, Intervention Project Manager, Instructional Team Leaders, Department Chairs, ELL Coaches, McREL, Director of Continuous Improvement
Monitor and evaluate	Monitoring and evaluation of embedded instructional coaching will be part of McREL's evaluation
Cost for duration of grant	\$137,400

Action Plan Transformation Intervention Model - 6

Requirement (2B): Comprehensive instructional reform strategies

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

Activity	Utilize data generated by PLC Teams to implement instructional program that is aligned with state academic standards and make necessary modifications to data collection systems both of the instructional fidelity level as well as individual student achievement
Key steps	1. Implement Data Teams to provide real-time student data re: progress through instructional objectives, effects of intervention and supplemental instruction, areas of specific difficulty by content area. Instructional objectives aligned with State Standards

	<p>and district office curriculum standards (developed in Year 1/Planning Year) will provide the foundation for this work, as follows:</p> <ul style="list-style-type: none"> • PLC teams will develop schedule for instruction and deploy formative and summative assessment types appropriate to the objectives and content of their respective content areas • PLC teams will collect student data on a pre-established basis depending on course requirements/curriculum area, which will be summarized and put into reports by the Intervention Project Manager, who will provide these reports back to the PLC teams. • PLC teams will analyze individual student data on formative and summative assessments, identify individual student achievement, identify general and specific areas of difficulty in acquisition of concepts/skills • PLC teams will develop strategies to re-teach objectives for students who demonstrate lack of progress. Upon reteaching, new assessment data will be collected and used to inform progress and any additional need for change in instructional strategies. <p>2. Continue contracts with McREL to further refine training based on need and to evaluate fidelity of implementation</p>
Start Date	August 2016
Full implementation date	August 2016-July 2020
Person(s) responsible	Intervention Project Manager, Principal, Director of Continuous Improvement, Instructional Team Leaders, Department Chairs, McREL, LPS Computing Services, ESU #18
Monitor and evaluate	Monitoring and evaluation of data-driven instructional program will be provided by McREL
Cost for duration of grant	\$0 (Data-related costs are included in #5 and #7)

Action Plan Transformation Intervention Model - 7	
Requirement (2C): Comprehensive Instructional reform strategies	
(C) Provide staff ongoing, high-quality, job-embedded professional development (for example, 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 implement successfully school reform strategies	
Activity	Provide ongoing staff development in effective instructional practices, data teams and data analysis
Key steps	

	<ol style="list-style-type: none"> 1. Continue weekly PLC activities focused on coaching on effective instruction and monitoring the effectiveness of student achievement and instruction, led by Instructional Team Leaders with ESU Assessment Specialists and district Curriculum Specialists offering more specific training and consultation in the development of instructional objectives and assessment tools 2. Conduct monthly flex sessions on effective instructional practice following CITW2 component topics (Year 2 = Helping Students Develop Understanding; Year 3 = Extend and Apply)-via principal and assistant principal who have received train the trainer instruction including instructional rounds 3. Provide quarterly training by department on CITW-ELL component in partnership with district ELL Coaches 4. Continue contract with McREL to provide consultation on implementation fidelity of CITW2, including Power Walkthrough
Start Date	August 2016
Full implementation date	August 2016-July 2020
Person(s) responsible	Intervention Project Manager, Principal, Assistant Principal for Instruction, McREL, Instructional Team Leaders, Department Chairs
Monitor and evaluate	Monitoring and evaluation of instructional practices will be provided by McREL
Cost for duration of grant	\$182,376

Action Plan Transformation Intervention Model - 8

Requirement(3A): Increasing learning time and creating community-oriented schools	
(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	Continue contract with Lighthouse to implement Extended Day Learning Center throughout each school year, expanding when possible and appropriate to offer greater breadth and depth of programming through additional community partnerships
Key steps	<ol style="list-style-type: none"> 1. Partner with Lighthouse to ensure that academic support is provided in all core subjects, as well as other subjects, and that enrichment opportunities are provided to students as well. The center will be provided within the Lincoln High Media Center from 3:05 to 5:00 p.m. daily during the school year. 2. As opportunities arise with other community partners, services within the Learning Center will expand so that more innovative and enriching activities will be offered
Start Date	August 2016

Full implementation date	August 2016-July 2020
Person(s) responsible	Principal, Assistant Principal for Instruction, Intervention Project Manager, Identified Teachers, ELL Coaches
Monitor and evaluate	Deliverables outlined in Service Agreement with Lighthouse Attendance/academic improvement among targeted students Student Satisfaction with Extended Day Learning Center Evaluation of LEA policy, progress made toward any necessary changes
Cost for duration of grant	\$80,000

Action Plan Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<ol style="list-style-type: none"> 1. Implement a Family Resource Center within Lincoln High 2. Use community engagement to facilitate student engagement
Key steps	<p>Parent and Community Engagement Specialist continues to meet, bring key stakeholders into building, determine needs of students and match with strengths of partners. P&C Engagement Specialist will identify and establish relationships with community organizations and representatives reflecting ethnic, demographic, organizational stakeholders and students at LHS.</p> <ol style="list-style-type: none"> 1. Implement a Family Resource Center, with stated purpose and outcomes for students, with emphasis on parent engagement among ELL/refugee families. 2. Conduct quarterly student engagement events using community resources to help plan and implement, following a theme of grit and growth mindset 3. Continue with full implementation of Success Coaches, expanding to offer to 11th grade students with no room for failure in order to graduate on time. Additional Success Coaches will be trained in Year 2 (for a total of 12), then a phased-out plan for sustainability of these Success Coaches through Lincoln High's own budget will begin in Years 3-5. Ten Coaches will be paid by the grant in Year 3, then 8 in Year 4, then 6 in Year 5, though the total number of Success Coaches will remain at 12 each year.
Start Date	August 2016
Full implementation date	August 2016-July 2020
Person(s) responsible	Principal, Intervention Project Manager, Assistant Principal for Engagement, Parent and Community Engagement

	Specialist, community partners
Monitor and evaluate	Parent and community surveys to determine effectiveness and satisfaction with FRC, and overall relationship with Lincoln High Level of engagement as evidenced by classroom observations Attendance/academic progress of students receiving Success Coaching
Cost for duration of grant	\$342,033 (Includes salary of IPM; salary of Parent & Community Engagement Specialist will be paid by Title I)

Action Plan 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	Review and modify as appropriate district policies on early dismissal, incentive pay and use of rewards, extended hours, and teacher and principal evaluation rubrics
Key steps	<ol style="list-style-type: none"> 1. Academic calendar will be reviewed and adjusted to allow for grant strategies 2. District and building administrators will work with School Board to educate, modify and approve policies as appropriate 3. SIG Leadership Team will work with school administration to develop and monitor key timelines, work agendas and strategies to lead the transformation process.
Start Date	August 2015
Full implementation date	August 2015-July 2020
Person(s) responsible	Superintendent, Associate Superintendent for Instruction, School Board
Monitor and evaluate	Principal and Intervention Project Manager will prepare yearly review and present findings to Principal's Advisory Board and District Executive Committee
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model – 11

Requirement(4B): Providing operational flexibility and sustained support
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

Activity	Technical assistance from McREL, District and ESU	
Key steps	<ol style="list-style-type: none"> 1. Continue relationship with McREL to monitor fidelity of implementation of embedded instructional coaching as well as to further refine training, data collection systems, and instructional strategy implementation 2. Continued support from district level Curriculum Specialists in assuring alignment with state standards, instructional objectives and the development of assessment types and data systems necessary to track implementation 3. Continued support from ESU #18 in teaching assessment literacy, assessment and objective development, and use of the Data Teams process 	
Start Date	August 2016	
Full implementation date	August 2016-July 2020	
Person(s) responsible	Superintendent, Associate Superintendent for Instruction, Director of Continuous Improvement, Director of Federal Programs, Principal, Intervention Project Manager, ESU #18, Curriculum Specialists	
Monitor and evaluate	Oversight of service agreements Satisfaction surveys at Lincoln High and District Participation of District staff, including departments and ESU #18	
Cost for duration of grant	\$0 (McREL costs are included with #5)	

List staff positions below that are anticipated to be paid with SIG funds to support the Transformation Intervention Model. (Add more lines if needed)

Intervention Project Manager (0.5 FTE)

****The 1.0 FTE Parent and Community Engagement Specialist will be paid through Title I support throughout the duration of the grant.**

a – Percent Low Income reported on the NCLB Consolidated Application for this building for the 2014-2015 school year	N/A—Lincoln High has not been a Title school; however, FRL use for 2014-2015 was 63.2%
b – Total number of reading subgroups not making adequate yearly progress for the 2013-2014 school year	1 (Asian)
c- Total number of math subgroups not making adequate yearly progress for the 2013-2014 school year	3 (Asian, White, and ELL)

PART B. BUDGETS

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

NOTE: When budgeting for the three to five year period, NDE would expect to see the budgets decrease each year, excluding year 1 if it is a planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

Budget forms are found in a separate EXCEL file at:

[http://www.education.ne.gov/federalprograms/Title_1 Part A SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

Lincoln Public Schools
School Improvement Grant Budget Narrative

Budget Category	2015-16	2016-17	2017-18	2018-19	2019-20	Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
Personnel						
Parent and Community Engagement Specialist 1.0 FTE, 221 Days (To Be Paid by District Title I Funds)	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ -	\$ 167,345
Intervention Project Manager 0.5 FTE, 201 Days	\$ -	\$ 60,792	\$ 60,792	\$ 60,792	\$ -	\$ 182,376
Instructional Team Leaders						
Embedded Instructional Coaching, Additional Hours - 34 IITL's x \$1,788 (1.5 hrs/wk x 36 wk/yr)						
CITW and Data Teams Boot Camps Summer Boot Camps focusing around CITW2, CITW-ELL, and Data Teams (34 IITLs + 13 dept chairs 18 addl admin/teachers) x \$150/day x 3 days	\$ 29,250	\$ 29,250	\$ 29,250	\$ -	\$ -	\$ 87,750
Success Coaches Coaching for 11th/12th grade students in danger of not graduating (6 coaches in yr1, 12-yr2, 10-yr3, 8-yr4, 6-yr5 - Optional Period (\$5,408) for each coach	\$ 32,448	\$ 64,896	\$ 54,080	\$ 43,264	\$ 32,448	\$ 227,136
Subtotal Personnel	\$ 101,698	\$ 196,138	\$ 186,558	\$ 147,765	\$ 32,448	\$ 664,607

*Salaries are based on average salaries paid in the district. Each incremental year reflects a cost of living adjustment (COLA) of 3%.

Fringe Benefits	\$ 7,780	\$ 15,005	\$ 14,272	\$ 11,304	\$ 2,482	\$ 50,843
FICA (7.65%)	\$ 10,046	\$ 19,374	\$ 18,428	\$ 14,596	\$ 3,205	\$ 65,649
Retirement (9.8778%)	\$ 4,329	\$ 4,315	\$ 4,443	\$ 4,576	\$ -	\$ 17,663
Fringe Insurance (varies by individual - avg of 10.47%)	\$ 564	\$ 1,089	\$ 1,035	\$ 820	\$ 180	\$ 3,688
Fringe Expense (.555%)	\$ 22,719	\$ 39,783	\$ 38,178	\$ 31,296	\$ 5,867	\$ 137,843
Subtotal Fringe Benefits	\$ 22,719	\$ 39,783	\$ 38,178	\$ 31,296	\$ 5,867	\$ 137,843

Travel						
Subtotal Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Equipment						
Family Resource Center Computers, Tables, Chairs, Sofas, and other furnishings for the Family Resource Center	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500
Subtotal Equipment	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500

Supplies						
Office Supplies General office supplies for grant coordinator	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,250
Family Resource Center Supplies needed for operation	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Subtotal Supplies	\$ 1,250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 2,250

Contractual						
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Lincoln Public Schools
School Improvement Grant Budget Narrative

Budget Category	2015-16 Year 1	2016-17 Year 2	2017-18 Year 3	2018-19 Year 4	2019-20 Year 5	Total
McREL						
1) Power Walkthrough Workshop, Two site visits year 1-4						
2) Power Walkthrough Software; access to licenses each year - \$260/user						
3) Annual contract to provide continued implementation of CITW2; Two on-site visits per year plus virtual support	\$ 62,600	\$ 56,600	\$ 50,700	\$ 30,100	\$ -	\$ 200,000
4) Annual site visit to provide 3 day boot camp training in yr 1-3						
Student Engagement Events						
Quarterly Grit and Growth Mindset events and speakers	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
Extended Day Learning Center - Lighthouse						
Contract w/ Lighthouse to provide extended day learning center at LHS	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 100,000
Purchase Curriculum/Training						
Provide curriculum and training for Success Coaches centered around Grit/Growth	\$ 20,000					\$ 20,000
Subtotal Contractual	\$ 107,600	\$ 81,600	\$ 75,700	\$ 55,100	\$ 25,000	\$ 345,000
<hr/>						
Construction - N/A						
Family Resource Center						
Remodeling of classroom to become Family Resource Center	\$ 2,000					\$ 2,000
Subtotal Construction	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ 2,000
<hr/>						
Other						
Teacher Incentives						
Stipends to teachers for meeting performance standards - amount TBD	\$ -	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	\$ 75,000
Subtotal Other	\$ -	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	\$ 75,000
Total Direct Costs	\$ 237,767	\$ 342,771	\$ 325,686	\$ 259,411	\$ 63,565	\$ 1,229,200
<hr/>						
Indirect Costs (Restricted Indirect Cost Rate - 2.7826%)	\$ 6,616	\$ 9,537	\$ 9,062	\$ 7,218	\$ 1,768	\$ 34,201
<hr/>						
Total Costs	\$ 244,383	\$ 352,308	\$ 334,748	\$ 266,629	\$ 65,333	\$ 1,263,401

SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name: Lincoln Public Schools
 NDE County District No: 55-0001-000
 School Name: Lincoln High School
 NDE School ID: 55-0001-001

Mark selected model with an "X" below

SIG Model Selected for this School

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA *may* use one year of funding for planning and other pre-implementation activities; *must* use at least three years for full implementation of the selected intervention; and *may* use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the b budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

Indicate Year 1 Activities by marking an "X" below

Year 1 Budget

Planning and/or Pre-Implementation Activities	X
Full Implementation	

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Intervention Project Manager	0.50	80,000.00	\$40,000
Salaries Parent & Community Engagement Specialist	0.00	40,000.00	\$0
CITW and Data Teams Summer Boot Camp (provided by McREL)	1.00	29,250.00	\$29,250
Success Coaches for 11th/12th grade students (6 coaches)	1.00	32,448.00	\$32,448
			\$0

