

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

District Name: \_\_\_\_Winnebago Public School\_\_\_\_\_  
County-District Number: \_87-0017\_\_\_\_\_

### **Introduction**

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

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

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

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

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

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

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

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the

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

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

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

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

[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

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

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

### **Use of Funds**

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

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

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to

managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

### **Available Funds**

For the three year grants that begin in 2013-14, approximately \$2,645,000 are available from ESEA for these Section 1003(g) funds. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years –2013-14, 2014-15, and 2015-16.

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

### **Continued Funding**

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans, and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: [http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

### **Supplement, not supplant**

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see pages 43-44 of March 1, 2012 USDE *Guidance on Fiscal Year 201 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

### **Application Writing Assistance**

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

### **Application Approval Process**

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

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

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

### **Applications Timelines**

Applications are due by midnight (Central Daylight Savings Time) on March 11, 2013 and should be submitted electronically to: [randy.mcintyre@nebraska.gov](mailto:randy.mcintyre@nebraska.gov). In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Randy McIntyre, School Improvement Coordinator  
Nebraska Department of Education  
301 Centennial Mall South  
PO BOX 94987  
Lincoln, NE 68509

## **Application Contents**

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

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:  
[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

A completed application includes:

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



## SECTION 1. DISTRICT INFORMATION

### PART A. SCHOOLS TO BE SERVED

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

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

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

**Winnebago Public High School**

### PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

#### Analysis of Need and Capacity

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

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

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

**Winnebago Public School District consists of one building housing two schools. One school is K-8 and the other is 9-12. Winnebago uses the AdvancED and Title I process to help guide the district.**

**Winnebago Public Elementary School is a K-8 school located in northeastern Nebraska on the Winnebago Indian Reservation. The K-8 enrollment averages 365 elementary students. The student population is 99% American Indian. The majority of the students are members of the Winnebago Tribe of Nebraska.**

**The Winnebago Public School Board members agreed to apply for a SIG with the understanding that we would choose the transformation model. The Superintendent, Dan Fehringer, talked to the Board President, John Blackhawk, and another Board member, Crystal Ross, first about the potential for us to apply for the grant the week of January 21st, 2013. The Superintendent also notified the full Board at the February 11th, 2013 board meeting. The Board members agreed that the district should apply and use the transformation model. The Board of Education has a solid understanding of the entire action plan and is supportive of the proposed plans. Thus, the Board of Education has given approval to submit the transformation model school improvement grant application.**

**The Winnebago Public School District will fully support any school improvement requirements that our school building needs to meet the required activities detailed in this school improvement grant application. We will not seek funds for the district level support. This is due to the fact that our school is a small K-12 school.**

**The transformation model was chosen because the SIG writing team believes that it is the model that best fits the needs of the students and staff. It will allow for a collaborative vision of academic success through intensive staff development, evaluation, and continuous improvement. This plan will allow the district and school site to address the instructional needs of all students in an organized, focused fashion including the ability to employ external evaluators/consultants to help meet the unique needs of this site. This will begin the creation of an overarching framework for systemic change over time. The transformation model includes many of the aspects that we have identified in Winnebago that will help establish a positive change in student achievement.**

**Through the Danielson Model evaluation system, teachers will improve their instructional delivery resulting in measurable student growth. The model provides needed professional development that outlines for teachers know how to most effectively assist students. The evaluation model is data-driven in that teachers use a variety of assessment data on a continuous basis to make adjustments to the students' program.**

**Winnebago Public School needs to increase parental involvement and the transformation model will provide an avenue for contracting with experts who will help the principal and staff design an effective parent and community engagement plan.**

- 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.

**Winnebago Public School teacher FTE equaled 48.87 during the 2011-12 school year. Twenty-seven (27) of the certified staff have a master's degree including 2 with PhDs. Average years of teaching experience equaled 13.67. 100% of the staff is NCLB qualified. The district employed a total of twenty-five (25) paraprofessionals during the 2011-2012 year. 80% completed Project Para or have an associates' degree or higher therefore not needing to complete the Project Para program.**

**The school has been involved with the Response to Intervention process through a partnership with UNL for the past four years. This partnership has provided professional development such as Core Phonics survey training, Program Specific training for the Storytown reading program, training in SRA Early Intervention in Reading for the classroom, intervention personnel, progress monitoring, and related workshops. The district is proactive in sending personnel to the RtI partnership meetings and workshops. The RtI committee also help to analyze how the program will be implemented in the district. Through the RtI partnership, AIMSweb testing is conducted during three benchmarks throughout the year. After testing is complete, data is uploaded, analyzed, and a plan of action is created based upon the data. Currently, in order to serve the students, local decision rules require the bottom 10% of the students to receive interventions.**

**The school became a part of AdvanceED in 2008 to achieve state and national accreditation. Committees of teachers based upon the standards/requirements for accreditation have been established with the membership in each committee being stable year to year. The AdvancEd school leaders meet monthly to analyze data and plan for continuous school improvement. The leaders then follow up with committee members each month. The system allows for input by all stakeholders and solidifies the AdvancED process of accreditation for the school. One of the committees has spent time revamping the vision of the district to now read: Learners today, Leaders tomorrow.**

**To recruit new teachers, the Administration has attended Job Fairs in Sioux Falls for the past two years. Advertisements for employment have been placed in the Sioux City Journal, the Omaha World Herald, Indian Country Today, and on the Teach Nebraska website.**

**The parents, teachers association, community, school board, and administration will work together to support the vision and mission of the district. The Village of Winnebago, Indian Health Services, the Winnebago Tribe of Nebraska, Little Priest Tribal College and Ho-Chunk Incorporated work with and support the school in various ways. In the case of Indian Health Services there is an acute care hospital in the village that serves all Native people in the area.**

Additionally, the hospital provides vision, dental, chemical dependency, mental health, community health, prenatal, developmental, and general health clinics. The hospital provides the staff and students of Winnebago Public School with yearly flu vaccinations and diabetes screenings. For the students exclusively, vision screening, lice screening and fluoride treatments are made available on site. The school supplies transportation of students for mental health appointments and works with the mental health department on suicide and drug dependency prevention. Additionally, the mental health department helps the school in the case of crisis. For the first time this school year, the hospital worked with a Community Health Representative and the Community Health Nurses in early childhood screening efforts. Additionally, Indian Health Services organizes health fairs in town that target improving the health of school age children as well as other members of the community. These fairs are held during the school day and all classes attend.

The Winnebago Tribe of Nebraska, the Board of Education, and the district administrators meet quarterly to discuss the issues surrounding education in Winnebago. Members of the Tribal Council and Winnebago Public School Board of Education discuss ways to work toward positive changes in Winnebago. Each group shares concerns and ideas about how to improve standards and continue with the partnership.

Various Tribal and grant programs have a working relationship with the educational community. Representatives from the tribal programs present assemblies to the student population, sponsor activities/speakers at the school, and provide support for the instructors at Winnebago Public School. The Veteran's group, the Fatherhood is Sacred program, and Project Woska-Pi employees are examples of partnerships with the school. The Boys and Girls Club of Hocak Nisoc Haci provides recreational activities and programs for school aged children in the community. Winnebago Public School also has memorandums of understanding with Little Priest Tribal College, Big Brothers Big Sisters, HCCDC-HoChunk Community Development Corporation, Whirling Thunder Wellness, HoChunk Renaissance, Nebraska Commission on Indian Affairs, and the Tribal Environmental Protection Agency. Winnebago Public School is working vigilantly to grow relationships within the community.

- 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.

**Winnebago Public High School is currently in year three of a school improvement grant (2010-11, 2011-12, 2010-13). The school was placed on the persistently low achieving school (PLAS) list in 2009 for low graduation rates. As a result, the school has put forth massive efforts to raise the graduation rates. The high school is now on the list as a result of low test scores. The school was notified that even though the high school building was placed on the PLAS list again this year, the building is not eligible to apply for grant funds during this application year.**

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the

requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

**Winnebago Public School District has an external contract with Ho-Chunk Renaissance Language program. Native language teachers are brought into the classrooms to work with students to foster an understanding of Winnebago culture, the native Ho-Chunk language and traditional tribal ways.**

**The Educational Service Unit #1 (ESU #1) partners with the district in providing professional development in the areas of data management, mentoring, behavior management, and other topics. In an effort to maintain our AdvancEd Accreditation, Winnebago Public School has an ESU #1 staff member assigned to the district. This individual offers guidance and assistance in various capacities during the school year. The ESU #1 will continue to assist our district in promoting school improvement at Winnebago Public School.**

**Judy Miller, a national Reading consultant, will be contracted to provide monthly in-class and on-site professional development. The focus will be to train staff how to use Guided Reading programing and running records. The staff will also be utilizing "Traits Writing" and receiving professional development in reading strategies along with training on continuous progress monitoring to use student data to guide instruction.**

**We will research a company such as The Leadership and Learning Center, a division of Houghton Mifflin Harcourt, or the Center on Innovation & Improvement that supports work with districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students in a global education and learning company that is leading the way with innovative solutions to the challenges facing educators today. Their staff provides professional development and consulting services for schools that have been identified as in need of improvement. They create positive change in schools by bridging the critical gap between research and effective application of best practices. Winnebago Public School will utilize their expertise to offer additional opportunities for systemic professional growth and development.**

**The Math Specialist position being proposed is under research and development at this time. We would like to have guidance to determine the direction of this area. The plan is to have the Project Manager work with a company to analyze the greatest needs of the school regarding the math programs and instructional strategies and develop a workable plan for improvement.**

**For onsite counseling services Winnebago Public School will contract with a mental health therapist for in-house services.**

**A before and after school extended learning opportunity will be provided. We have a large number of students coming to school well before the 8:00 am start time. We would like to offer an opportunity for students to complete homework or refine their skills in reading and math. Currently, tribal programs offer a variety of cultural and non-education programs for the students to participate in after school; however, there are limited opportunities to extend the learning or help students with homework. We would like to offer an opportunity for students to stay at school and work on reading, writing, and math skills. The school will provide the materials, staff, snacks, and transportation home.**

- 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.

**Winnebago Public Schools is now and will remain committed to ensuring that all the resources and programs are positioned to support the school in this intervention model. The Intervention Project Manager will be dedicated to the implementation and maintenance of programs and staff associated with the School Improvement Grant. The school is committed to receive accreditation through AdvancED and will support the alignment of goals and take steps to accommodate the needs of the grant. The Title I Committee will also ensure the goals of the district for student achievement are met. Professional growth plans designed and developed by staff will assist with staff attendance and well-being. In addition, the district will add three new elementary teachers.**

- 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.

**Winnebago Public Schools will support any necessary changes of policies for the district to align with the goal to improve student achievement.**

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

**The majority of the efforts supported from the school improvement grant will not need to be maintained at the full level. Through the three years of the grant process, the staff will have received adequate training and support from the external partners. The district will continue with segmented professional development. The hired elementary staff will be absorbed by the general fund. Technology purchases and updates will be placed into the general fund rotation schedule. The general fund will cover the additions and replacements of all supplies and materials needed to continue the growth of student achievement after the grant has expired.**

B.8. The district must establish annual goals for student achievement on the State’s assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model. 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	
English proficiency	Increase in percentage of English Language Learners that reach Levels 4	

	or 5 on ELDA (if applicable)	
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measurable improvement from previous year (or baseline for initial year of grant)	Same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

<b>Statewide Average Change (2011-12 AYP Data)</b>				
	<b>Reading</b>		<b>Math</b>	
<b>Group</b>	<b>Percentage Points</b>	<b>District Goal</b>	<b>Percentage Points</b>	<b>District Goal</b>
All Students	2.42	Same	4.59	Same
Hispanic	4.16	Same	5.83	Same
American Indian/Alaska Native	1.89	Same	2.31	Same
Asian	.85	Same	2.31	Same
Black or African American	3.98	Same	7.30	Same
Native Hawaiian or Other Pacific Islander	-3.01	Same	2.70	Same
White	2.12	Same	4.35	Same
Two or More Races	2.55	Same	5.27	Same
Students Eligible for Free or Reduced Lunch	3.30	Same	5.32	Same
Special Education Students	2.58	Same	4.39	Same
English Language Learners	6.97	Same	7.55	Same

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

**A call for a core group was sent out by email to all staff in the district. The core group members are:**

**Dan Fehringer-Superintendent  
Tiffany Heese-Elementary Principal  
Cheryl Burrell-K-12 Director of Programs  
Mary Anne Hovland-Data Coordinator  
Eugene Hamman-Title I Teacher  
Tina Rickett-Title I Teacher  
Staci Foote-5th Grade Teacher  
Pam Ewing-2nd Grade Teacher  
Stacy Brasch-High School English Teacher**

**Prior to the whole group meeting, Tiffany Heese, Cheryl Burrell, Mary Anne Hovland, and Eugene Hamman participated in the distance learning SIG conference directed by Randy McIntyre, School Improvement Coordinator. The core group met on February 12th, at an outside location, to focus on key concepts and components of the grant. Each member was given research-based information for ideas to explore. The team came back together on February 14th to report out any ideas from new research. The ideas resulting from the core group were shared and discussed on February 15th with K-8 staff during the time the students were engaged in a learning opportunity with another teacher. Data and feedback was gathered from the meetings and refined. On February 18th any staff member wanting to be involved in details of the grant application were invited to attend an after school meeting time. The following people attended the three hour event:**

**Jennifer Lange-Kindergarten  
Katie Danielski-Kindergarten  
Brittany Prevail-Kindergarten  
Dawn Rohan-1st Grade  
Dwan Dean-1st Grade  
Pam Ewing-2nd Grade  
Deb Snyder-2nd Grade  
Sarah Heineman-3rd Grade  
Jennifer Chumley-4th Grade  
Janet Finzen-4th Grade  
Staci Foote-5th Grade  
Kory Pfister-5th Grade  
Bill Gatz-6th Grade  
Mike Naeve-6th Grade  
Joe Gubbels-High School Special Education  
Deb Ehrlich-High School Business Education  
Eugene Hamman-Title I  
Sandra Kai-Title I  
Linda Kendra-Title I  
Tina Rickett-Title I**

**Holly Humphey-Larsen-Elementary Special Education**  
**Rhonda Jindra-ESU#1 Staff Developer**  
**Mary Anne Hovland-Data Coordinator**  
**Cheryl Burrell-K-12 Director of Programs**  
**Tiffany Heese-Elementary Principal**  
**Dan Fehringer-Superintendent/Special Education Director**  
**John Blackhawk-School Board President/Tribal Chairman**

**Interactive activities were used to engage all members and guide the core group for changes and additions to action items of the grant. All members believe as a team; student achievement scores can and will improve.**

**After changes were made, the proposed grant application was shared with all K-8 staff members during their break times in a small group setting on February 28th and March 1st. The staff was asked for their input on what has been proposed. Staff was encouraged to provide ongoing feedback.**

- B.10 Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow “pre-implementation” costs to occur within the project period. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 79 of the new guidance 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)

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

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

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: providing remediation and enrichment sessions during the summer of 2013 in schools that will adopt an intervention model at the start of the 2013-14 school year;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school’s plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

**Judy Miller will be providing services during the Summer of 2013. Certified and Paraprofessional staff will be invited to attend professional development to introduce the**

strength of the guided reading program and the administration of running records. The staff and facilitator will be paid a contracted payment through the use of Title I funds set aside for Professional Development.

We intend to hire an Information Technology assistant to help manage the increased amount of technology in the building. We would like to advertise and hire this person as soon as possible.

Conference and professional development to work with structured play will be needed. The Kindergarten staff needs to learn how to utilize the structured play materials and equipment. They will be attending a conference this summer to help with the transformation.

#### **PART C. LEA-LEVEL BUDGET**

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

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

**The principal at Winnebago was just assigned this current year (2012-2013). The district is requesting the principal stay in place as the 2013-2014 school year would only be the second year of the placement. The district will closely monitor her progress. She has a strong desire to learn, and takes advantage of all training offered. She wants to be a part of building a strong educational experience for the students here and is dedicated to seeing that vision through. These are the characteristics she brought with her that have and will continue to develop her leadership skills.**

**Each teacher and administrator will use the Danielson Model to develop a professional growth plan and to set student classroom and school-wide achievement goals. The focus of this plan will be to improve the professional progress of the teacher in either classroom instructional strategies or classroom behavior management. Certified and Administrative staff will be required to create a portfolio to demonstrate each of the four domains in the model with the added fifth domain of student achievement results. Visual documentation of classroom activities will support the demonstration. Timeframes have been identified for professional development during contract and non-contract time. Several rewards and incentives for school leaders have been created based upon school and individual student achievement goals. The staff needs to be aware of the school improvement plan and his/her responsibilities to the school as a whole.**

**Student achievement, attendance, discipline records, and parent involvement, determine for the school what the focus must be. Teachers, administrators and support staff need training; therefore, some of the training should be mandatory and held during a regular scheduled**

contract time and other training opportunities would be on a volunteer basis before/after school non-contract time, weekend classes, and through distance learning opportunities.

The district intends to offer professional development in the areas of a district wide behavior management system, curriculum adoptions, data based programs, parent involvement and cultural understandings, and reading and math strategies. Professional development must also include strategies to teach to the Nebraska standards as well as preparing for the common core standards, to differentiate instruction and to the use of computer-based programs such as MAP, AIMSweb, and other databases to better support instructional practices around the RtI model. Professional development will be led by a variety of external partners such as ESU#1, Leadership and Learning Center, the Reading Specialist, and the Math Specialist.

Collaboration time will be scheduled, horizontally and vertically, to align curriculum to ensure what is tested is taught. Each grade level will develop and implement engaging lessons and unit plans to maximize student performance which will be showcased at community events. Each staff member will be provided a laptop to store student data and unit planning materials to align with the student achievement goals.

Research shows that teacher learning communities enhance teacher quality, and teacher quality is the most important factor in enhancing student achievement. Learning Communities will be created to increase opportunities for career growth. Staff members will be given a choice of books that support the vision and goals of the district. Small groups will be developed, times established, outcomes will be required at the end of the book sessions. The sessions will be on non-contract time and stipends will be offered. Some of the benefits we look to address:

- bridging the gap between research and practice;
- creating spaces for addressing problems of practice;
- increasing teacher retention;
- connecting pedagogical practice with disciplinary/content area knowledge;
- fostering transformative teaching; and
- improving student learning.

Intrinsic rewards for achievement reflecting the work of both staff and students are important. Celebrating results helps keep the momentum going. Student work and achievement scores will be posted outside of classrooms in display cases. Photos of students as they are working in the classroom will be exhibited. Students will gain a sense of pride and ownership in their learning through this as well as growth charts, MAP, AIMSweb, and formative classroom assessment scores, and connections to classroom activities.

Teacher collaboration around curriculum, instruction and professional development has a positive effect on student achievement. It fosters strong collegial relationships. Through collaboration, ideas can be shared, new and better strategies can be developed, problems can be solved, progress can be better monitored, and their outcomes are evaluated effectively. True collaboration will enhance an effective inclusive education and will be beneficial for all the individuals involved in the child's education.

The school calendar and schedules have dedicated time each week to allow teachers and other staff to hold collaborative meetings. This meeting time is to be used for sharing instructional strategies, analyzing assessment data, and using a team approach to problem solve student concerns. This process provides a means for developing leadership opportunities throughout the staff.

Two elementary teachers will be hired to focus on social studies and science. They will rotate K-6 classrooms in the effort to provide another additional collaboration time for the classroom teachers to focus strictly on reading, writing, and math. Another time for teacher collaboration will be made available during a student time for extended learning time in reading/math using SuccessMaker; a web based program housed in a separate lab. This program has a strong focus on critical math and reading concepts. Learners will receive a personalized pathway for mastery of essential reading and math skills. Embedded assessments level individual students to focus on strengthening deficits. It delivers outcome based data for informed instructional decision making. SuccessMaker provides explicit, scaffold instruction that simultaneously delivers an adaptive personalized learning experience.

A new enrichment time will be created for an extended reading and writing opportunity. The district will purchase membership in the Spaghetti Book Club, a program to allow student book reviews and illustrations to be posted to a website dedicated to students who love to read and talk about books. Student computers and carts will be provided for classroom teachers to support the program. The Spaghetti Book Club provides the opportunity to connect and share their reactions, thoughts, and opinions on a global scale. The program integrates reading, writing, art, and technology. Students develop critical reading and writing skills as they learn to think critically about the books they read. The students will engage in reflective dialog with teachers and peers as they write for an intended audience. Student work is published on the web in an open global format.

Guided Reading and Traits Writing are programs with benefits to strengthen student reading and writing. The district will purchase guided reading materials and provide professional development. Judy Miller, Reading Specialist will provide professional development for guided reading, running records and student writing. She will work with staff as a whole group, small groups, and within the classrooms mentoring and modeling for teachers. The reading specialist keeps records of classroom visits and observations to stay informed about delivery of instruction and fidelity to the curricula.

Winnebago Elementary School did not make AYP in Mathematics. At the present time, the district is not aware of anyone meeting the math specialist qualifications. An instructional specialist guides colleagues in implementing effective teaching strategies. This help might include differentiating instruction, planning lessons in partnership with fellow teachers, or more emphasis on manipulative and math vocabulary. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues. The district will advertise for a math specialist to hire. The IPM will use the first year to research options for specialists and programs to meet the needs of our learners. The envisioned goal is for students who are deficient in math to begin to participate in supplemental programs. Students who are at the "Emerging" or "Deficient" categories in the

**RtI model will get additional small group instruction and opportunities to work one on one with staff members. Before/After school tutoring will also be an option for all students.**

**Our student population comes into our building with social skills well below the norm. Imaginative play is crucial for normal social, emotional and cognitive growth. While the impact on social and emotional development seems quite obvious, the research points towards play actually helping make students more academically successful. Structured play with peers fosters communication skills in students. That communication translates into language development, a critical component for academic success in the classroom. Because of this, the Kindergarten teachers will be implementing the use of social structured play into the daily schedule. Materials will be purchased as needed.**

**Instructional staff also needs more training in culturally responsive strategies which involve the families in the classroom. It is a natural extension of culturally responsive teaching which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like. A cognitive foundation is needed to provide students the experiences to connect to the instructional strategies and learning activities used in the classroom. Many students receive this foundation from their parents and guardians. Many do not. Dr. Ruby Payne indicates that cognitive input strategies frame the quality and the quantity of data as gathered by the student and are necessary prerequisites for the efficient use of data and communication in learning situations (Framework for Understanding Poverty). Students from various cultures and diversities (race, gender, religious preference, socioeconomic status, language group, or disability) who have had experiences that differ from those experiences as expected in school, may need special assistance to "match the method of instruction to their learning characteristic" to assure that they can access the curriculum and achieve high standards. The district has a positive working relationship with the Tribal Education Department and will develop activities for classrooms and professional development during in-service days.**

**An analysis of the student profiles have identified 57% of the students K-8 have been identified in need of interventions or services in special education. Elementary school years set the tone for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. The Institute of Medicine has concluded that mental health and psychological services were essential for many students to achieve academically, and recommended that such services be considered mainstream, and not optional. Counseling decreases classroom disturbances. Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counseling services indicated that their classes were less likely to be interrupted by other students, and that their peers behaved better in school. Winnebago Public School will be hiring a counselor to be housed in the building to assist meeting the needs of our community.**

**The school is one agency that touches the lives of most of the citizens of the community. Many of today's leaders in education, business and community development are coming to realize schools alone cannot prepare our youth for productive adulthood. It is evident schools and communities should work closely with each other to meet their mutual goals. Schools can**

provide more support for students, families and staff when they are an integral part of the community. Therefore, building positive, healthy relationships between the school and community is recommended. Teachers, students, and administration will be provided time to showcase student work on campus and off. Examples might include: Coffee and Donuts in the morning with a display of student writings, treats made in math class while working on measurement (with pictures documenting the process) shared with community, Pop with the Principal in a roundtable gathering style, administrative team delivers snacks to a local business to discuss the school-business connection (Treats with the Team). Winnebago Public School will also be establishing universal themes and community members will be invited into the building to participate in various activities. There are also several days in the contract the staff connects with the community outside of a regular day. It is important to get books in the hands of students to encourage reading. Lexile level books will be handed out to all kids coming to scheduled events.

Research suggests that regular participation in clubs or groups that provide academic and social activities contribute positively to children's academic and social development. Our idea is to survey students to find out what interests they have then connect them with a sponsor. Making the connection from the wants and needs of the student, we are focusing on creativity, imagination, and inquiry. All of those foster the academic mindset to make learning fun and engaging. The district will be expanding access to before/after school, summer school, and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success. Examples may be: Destination Imagination, Lego Robotics, Book Clubs, Science Olympiad, Music, Drama, Cooking Classes, and HoChunk Culture.

- C.2. Complete the LEA-level Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the LEA.) The link to all Budget Forms is found at:  
[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

#### **PART D. ASSURANCES**

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

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

**PART E. WAIVERS**

Check each waiver that the district will implement.

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

**Section 2. SCHOOL LEVEL INFORMATION**

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

**PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL**

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

School Level Information for Tier III Schools

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

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager (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 four intervention models and is on NDE's Title IA school improvement homepage at:

[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

**A.1. Analysis of Need**

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

- (a) Student Achievement and Leading Indicators;

**Winnebago Public Elementary School is a K-8 school located in northeastern Nebraska. The K-8 enrollment averages 365 elementary students. The student population is 99% American Indian. The majority of the students are members of the Winnebago Tribe of Nebraska.**

**Grade-by-Grade Membership**

	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2010-2011	9	39	40	50	35	34	40	29	32	30	338
2011-2012	17	44	40	53	53	42	38	44	36	34	401

**Race/Ethnicity**

Years	American Indian/Alaskan Native	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2010-2011	316	14	0	8	0
2011-2012	348	33	0	6	14

**Free/Reduced Meals**

Years	State	District	School
2010-2011	42.58	80.17	81.07
2011-2012	43.79	74.00	74.81

**School Mobility Rate**

Years	State	District	School
2010-2011	12.22	28.48	23.10
2011-2012	11.84	19.89	17.19

**Nebraska State Accountability: NeSA Scores  
Percent Proficient: Meets/Exceeds Combined  
Combined Results for All Grades Tested**

	Reading	Mathematics	Science	Writing
2010-2011	25.73 %	16.50 %	N/A	92%
2011-2012	22.42 %	12.05 %	19.12 %	71.01 %

**Student Performance: Reading**

Student Groups	2010-2011 Performance	2010-2011 Participation	2011-2012 Performance	2011-2012 Participation
All students	MET	MET 100.0%	MET	MET 100.0%
Hispanic			*	*
American Indian/Alaska Native			MET	MET 100.0%
Asian			*	*
Black or African American			*	*
Native Hawaiian or Other Pacific Islander			*	*
White			*	*
Two or More Races			*	*
Students eligible for free and reduced lunch	MET	MET 100.0%	MET	MET 100.0%
Special Education Students	~	~	~	~
English Language Learners	*	*	*	*

**Student Performance: Mathematics**

Student Groups	2010-2011 Performance	2010-2011 Participation	2011-2012 Performance	2011-2012 Participation
All students	NOT MET	MET 100.0%	NOT MET	MET 100.0%
Hispanic			*	*
American Indian/Alaska Native			NOT MET	MET 100.0%
Asian			*	*
Black or African American			*	*

Native Hawaiian or Other Pacific Islander			*	*
White			*	*
Two or More Races			*	*
Students eligible for free and reduced lunch	NOT MET	MET 100.0%	NOT MET	MET 100.0%
Special Education Students	~	~	~	~
English Language Learners	*	*	*	*

Northwest Evaluation Association or NWEA  
Average Student Scores

Composite Percent Score (0-100%)

School Average Normal Curve Total Score (NCE Range: 1-99)	School		District Average Normal Curve Total Score (NCE Range: 1-99)	District		State Average Normal Curve Total Score (NCE Range: 1-99)	State	
	Reading	Math		Reading	Math		Reading	Math
<a href="#">Grade 03</a>	22	17		22	17		55	53
<a href="#">Grade 04</a>	27	18		27	18		55	54
<a href="#">Grade 05</a>	26	20		26	20		49	47
<a href="#">Grade 06</a>	28	20		28	20		53	53

<b>Students Tested</b>	<b>% Students Tested</b>	<b>Students Not Tested</b>	<b>% Students Not Tested</b>
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163

91.57 %

15

8.43 %

(b) Services/Programs Profile;

**A total of 401 PK-8 students were served by the district during the 2011-12 school year. 74.81% students are receiving free and reduced lunch services. The mobility rate for the school was 17.19 compared to the state of 11.84.**

(c) Staff Profile;

**Presently Winnebago Elementary School employs 30.25 full time certified staff dedicated to classroom education. Seven of the teachers are dedicated to special education needs. 100% of the certified staff is NCLB Certified. Twenty teachers have Master’s Degrees. The average number of years in education is 13.5 years.**

Years	State Total Teacher FTE	District	School	State Total Teachers with Masters Degrees	District	School	State Percentage of Teachers with Master's Degrees	District	School
2010-2011	24,633.92	47.63	31.89	11,692	21	16	45.72%	42.86%	44.44%
2011-2012	24,131.83	48.87	30.25	11,889	27	20	47.46%	50.00%	50.00%

(d) Curriculum/Instructional Practices Profile;

**At Winnebago Public School, the articulated, written curriculum is aligned to the Nebraska State Standards. Student data guides decisions about instruction made at Winnebago Public School, but limited contract time restricts the data team, Title I team, and other committees from meeting a sufficient amount of time to accomplish what is needed. Throughout the years, workshops and conferences about best teaching practices have been attended by the Winnebago Public School staff. It is easy to get into a routine of using the same teaching method year after year. Finding a system and the time to collaborate about best teaching strategies and use in the classroom is a need at Winnebago Public School. One requirement of the Transformation Model is to provide ongoing, high quality professional development. It also addresses using data to identify and implement instructional programs that are research-based and vertically aligned from one grade to the next as well as aligned with Nebraska academic standards.**

(e) System Profile

**The K-8 school operates with eight periods per day. Individual classrooms have opening morning activities followed by an agreed upon amount of time for reading and math. Learning time is sacred in the school and the staff has been told not to interrupt the time. Every classroom has been staffed with an interventionist to offer specific reading and math**

strategies following the RtI model. The day continues with science, social studies, and cluster activities such as library, computers, music, or physical education. Students are offered breakfast prior to the school day beginning, two snacks per day, and lunch. The Transformational Model allows for giving the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Another goal of the Transformation Model is to establish schedules and strategies that provide increased learning time. Based on the need at Winnebago Public School, both of those approaches of the model must be an outcome.

- (f) a description of the stakeholders involved and the process used.

**The School Board was notified in late Summer 2012 of the student achievement scores. Preparations were made for the research process of possible options in the persistently low achieving schools. The School Board agreed the district should apply for the grant. Stakeholders were invited to participate in the grant process.**

**Student Achievement and Leading Indicators**

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

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2010-11 and 2011-12. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at: <http://www.education.ne.gov/documents/SOSR.html>

Complete the table below using 2011-12 data. Provide an explanation if any data is not available.

<b>Reporting Metrics for the School Improvement Grants</b>	
<b>Student Achievement not captured on the Profile from the State of the Schools Report</b>	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	0
(2) Graduation rate (AYP graduation rate for high schools only)	70.27
(3) College enrollment rate (high schools only)	
<b>Leading Indicators</b>	
(4) Number of minutes within the school year	1089.73
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	
(6) Dropout rate (total for high schools only)	4.57
(7) Student attendance rate	93.12
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	0
(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).

**Leading indicators for the school are that the district did not meet AYP in reading and math. The transformation model allows for the staff to stay which is essential because the staff is, many times, the only constant in the lives of the students. The development of the consistent relationship is a key factor in student achievement. We need to foster a sense of community with the current staff. They need direct instruction in teaching strategies which will benefit our specific population.**

- (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?

**Winnebago Public School will be adding two teachers in K-6 who will specifically teach science and social studies which will allow the classroom teachers to focus on reading and math. We will hire outside partners to evaluate our current programs and establish a vision for our future needs. One of our responsibilities will be to better educate our community on the possibilities that become available through a quality education. It is important for the students to have the support of the community. By working together, schools, families, and communities can prepare for a more hopeful future.**

**Currently we are using StoryTown as our core reading program. We utilize Title I funds to pay for the School-wide reading teachers who are used as Rtl interventionists. We will implement guided reading within the elementary reading block. By leveling the readers, students will be working at their instructional level. All teachers will also include writing as a part of their reading lessons to establish a firm connection between the two areas.**

**Currently our core math program is enVision. Although teachers have plenty of manipulatives to use with the math program, they need instruction on how to effectively use them. Best practices for Native American students have shown hands –on-learning is essential. Manipulatives provide visible models that help students solve problems and develop concepts. The students can manipulate the items to increase their understanding and come to accurate conclusions. We need to employ a number of opportunities to instruct teachers through quality, on-going professional development.**

Winnebago Public School currently has no structured programs for before or after school services merely a twenty minute tutor period at the end of the day which is not part of the instructional day. Currently we do not offer any organized extra-curricular clubs besides sports. By making opportunities available for students to work together outside of the school day in the form of interest clubs, the school will provide a balance for social outlets. Students will gain valuable leadership skills and abilities to express creativity and talents through a variety of learning opportunities. All of this translates into improved academic success.

Summer school is currently only offered through the Title VII program. The focus of the Title VII summer school program is providing students with academic opportunities involving Hochunk culture and traditional ways. This program is open to a small percentage of students due to funding.

Summer learning loss is the depletion of academic knowledge and skills over the summer break. Most students lose about two months of grade level equivalency in math. Low-income students lose more than two months in reading achievement in that time. Winnebago Public School will add a summer school program that will work in conjunction with the current Title VII program. This will offer opportunities for student to focus on improving reading and math skills.

- (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?

Teachers whose students are making growth will have the opportunity to have approved college courses paid for. Teachers need professional development in the areas of reading, writing, and math. In addition, implementing strategies to provide financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions is an area of importance. The Transformation Model will provide the conditions and funding to recognize individuals who accomplish the professional learning goal.

Presently Winnebago Elementary School employs 30.25 full time certified staff dedicated to K-8 classroom education. Seven of the teachers are dedicated to special education needs. 100% of the certified staff is NCLB Certified. Twenty teachers have Master's Degrees. The average number of years in education is 13.5 years. 100% of the staff is NCLB qualified.

## WINNEBAGO ELEMENTARY SCHOOL

### Teacher Master's Degree, Experience, Salary

Years	State Total Teacher FTE	District School		State Total Teachers with Masters Degrees	District School		State Percentage of Teachers with Master's Degrees		
		District	School		District	School	District	School	School
2007-	24,193.13	56.92	35.74	10,242	21	14	40.80%	38.18%	34.15%

2008									
2008-2009	24,331.56	47.42	30.99	10,712	16	12	42.41%	33.33%	32.43%
2009-2010	24,467.68	45.50	30.02	11,207	14	9	44.10%	30.43%	26.47%
2010-2011	24,633.92	47.63	31.89	11,692	21	16	45.72%	42.86%	44.44%
2011-2012	24,131.83	48.87	30.25	11,889	27	20	47.46%	50.00%	50.00%

Years	State Average Years of Teaching Experience	District	School
2007-2008	15.30	12.36	11.90
2008-2009	15.19	12.96	12.81
2009-2010	15.26	12.35	11.06
2010-2011	15.24	12.04	11.31
2011-2012	15.19	13.67	13.50

Years	State Average Teacher Salary	District	School
2007-2008	\$43,629	\$40,843	\$39,230
2008-2009	\$44,968	\$43,181	\$42,696
2009-2010	\$46,227	\$44,306	\$43,619
2010-2011	\$47,402	\$44,995	\$44,560
2011-2012	\$48,154	\$48,221	\$48,323

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

**At Winnebago Public School, the articulated, written curriculum is aligned to the Nebraska State Standards. Student data guides decisions about instruction made at Winnebago Public School, but limited contract time restricts the data team, Title I team, and other committees from meeting. Throughout the years, workshops and conferences about best teaching practices have been attended by the Winnebago Public School staff. Finding a system and the time to collaborate about best teaching strategies and use in the classroom is a need at Winnebago Public School. One requirement of the Transformation Model is to provide ongoing, high quality professional development. It also addresses the need to use data to identify and implement instructional programs that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.**

**Some of the major research-based components of our curriculum are StoryTown reading program, and enVision math program. Although the curriculum is research-based, it is not implemented with fidelity in all classrooms. Assessment analysis, pacing/advising, and formative assessments are used to identify gaps. Some students come to us below their age**

level in vocabulary, language acquisition, and school readiness skills. This contributes to the issue of getting and keeping students on pace with the curriculum. A great deal of instruction and interventions need to occur in order for students to be reading on grade level by the 3rd grade. Teachers need to have more staff development in ways to assist young children in building their language skills and vocabulary.

Instruction is done standard by standard at this site instead of in conceptual units, which would create meaning and relevance for the students. Effective, differentiated, and varied instructional strategies are not evident in the majority of classrooms. While parts of RtI were implemented during this current year, there are still many pieces not in place, including a system for timely and early interventions. Teachers are at various stages of understanding the model and need more professional development in this area. We need more professional development in this area and then monitoring to ensure that the strategies are put in place properly. Additionally, the staff needs professional development to learn how to involve parents in teaching language skills to their young children. We will be using the community events both during the school day and the evening events to help parents better understand how to make connection to language skills and reading to their children by providing books to have in the homes.

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

**The system profile will be to improve student achievement in all areas and provide a safe, consistent learning environment for students. Winnebago Public School will arrange for additional learning opportunities before and after school for all students. The transformation model was chosen because we feel that it is the model that best fits the needs of the students and staff. It will allow for a collaborative vision for academic success through intensive staff development, evaluation, and continuous improvement. This plan will allow the district and site to address the instructional needs of all students in an organized, focused fashion including the ability to employ external evaluators/consultants to help meet the unique needs of this site. These efforts will begin creating the overarching framework for systemic change over time. The transformation model has many of the aspects that we see needed in Winnebago to create a change in student achievement. Through the Danielson Model evaluation system, teachers will improve their instructional delivery and we will see student growth. This model provides needed professional development to help teachers know how to instruct students. It is data-driven in that teachers use a variety of assessment data on a continuous basis to make adjustments to the students' program. Part of the additional time supported by the transformation model through collaboration time will be used for data analysis and professional development.**

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

The school board was notified by the Superintendent and administration that the elementary school would appear on the PLAS list. At that time, the school board supported applying for the School Improvement Grant using the Transformation Model. A call was put out to establish a core team to research and develop the action plans. All staff have reviewed and provided input to enhance the vision of the Transformation Model.

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

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

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

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

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

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

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

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

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

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

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

- (i) Required activities. *The LEA must--*
  - (A) *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*
  - (B) *Provide ongoing mechanisms for family and community engagement.*
- (ii) Permissible activities. *An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--*
  - (A) *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;*
  - (B) *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*
  - (C) *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*
  - (D) *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

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

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

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

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

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

### **Completing the Action Plans**

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

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

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

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

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

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify

costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

<b>Transformation Intervention Model - 1</b>	
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 <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	The principal at Winnebago Public Elementary School began duties during the 2012-2013 school year so the 2013-14 school year will only be her second year in the position. As principal, she comes with varied experience in education both as a successful elementary classroom teacher and an experienced principal. She wants to be part of building a strong educational experience for the students of Winnebago and is dedicated to seeing that vision through.
Key steps	1. Retain the current principal
Start Date	July 2013
Full implementation date	July 2013
Person(s) responsible	Assistant Superintendent
Monitor and evaluate	Assistant Superintendent
Cost for three years	Year 1-\$0 No cost Year 2-\$0 No cost Year 3-\$0 No cost
<b>Transformation Intervention Model - 2</b>	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	Winnebago Public School district implemented the Charlotte Danielson evaluation system during the 2010-2011 school year. Domain Five which focused on student achievement was created and adopted by Winnebago School. Teachers and administrative staff are required to complete personal portfolios.  Ongoing training is essential; therefore, the teachers and administrators will participate in a workshop outlining the evaluation system. In addition, portfolio workshops will be available during teacher orientation days and

	designated breakout sessions during in-service days.
Key steps	<ol style="list-style-type: none"> <li>1. "Enhancing Professional Practice: A Framework for Teaching" book will be purchased for new staff (Author: Charlotte Danielson)</li> <li>2. Purchase resources for evaluation or professional growth</li> <li>3. Stipend provided to all K-8 staff who attend a four hour workshop evaluation workshop(s) – noncontract time</li> <li>4. Purchase digital cameras for documentation for evaluation portfolios</li> <li>5. Administrative team will develop documentation rubric</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Administrative Staff
Monitor and evaluate	IPM
Cost for three years	Year 1-\$4726 Year 2-\$3013 Year 3-\$2513
<b>Transformation Intervention Model - 3</b>	
Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	Teachers will establish individual student achievement goals based on the benchmark of one year typical growth using the scores from the Measures of Academic Progress (MAP) assessment.
Key steps	<ol style="list-style-type: none"> <li>1. Each classroom teacher will locate past assessment data using NWEA (MAP)</li> <li>2. Based upon the data, teachers will create an individual goal for their class using one year typical growth as a benchmark for all students</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1-\$0 No cost Year 2-\$0 No cost Year 3-\$0 No cost

<b>Transformation Intervention Model - 3</b>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness            (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p style="text-align: center;"><b>NOTE: This requirement is an option for Tier III schools.</b></p>	
Activity	Intrinsic rewards for achievement reflecting the work of both staff and students are important. Student work and achievement scores will be posted outside of classrooms in display cases. Photos of students as they are working in the classroom will be exhibited. Students will gain a sense of pride and ownership in their learning. In addition, growth charts, MAP scores, AIMSweb, and formative classroom assessment scores, and connections to classroom activities will be displayed to encourage pride.
Key steps	<ol style="list-style-type: none"> <li>1. Goal Setting process</li> <li>2. Planning &amp; preparation (Domain 1)</li> <li>3. Calculate student achievement (Domain 5)</li> <li>4. Display and celebrate results</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Classroom Teachers
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1-\$3000 Year 2-\$3000 Year 3-\$3000
<b>Transformation Intervention Model - 3</b>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness            (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p style="text-align: center;"><b>NOTE: This requirement is an option for Tier III schools.</b></p>	
Activity	The district will create K-8 School-wide goals for Reading and Math – based on NeSA raw scores. The staff members working in the K-8 building will receive a reward based upon the school building meeting the set goal. The cost of the reward will be absorbed by the district budget. If the building meets the goals, certified staff will earn the following: the last contract day with no students will be a no show/early check out and the Classified staff will receive a paid day off.

Key steps	<ol style="list-style-type: none"> <li>1. Gather cohort data for NeSA results</li> <li>2. Set reading and math NeSA goals by cohort To achieve bonus: Year 1-focusing primarily on reading goals Year 2- either reading or math goals Year 3-both reading and math goals</li> <li>3. Gather data collection based upon the raw score results</li> <li>4. Reward</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1- no cost, district funded Year 2- no cost, district funded Year 3- no cost, district funded
<b>Transformation Intervention Model - 3</b>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p><b>NOTE: This requirement is an option for Tier III schools.</b></p>	
Activity	<p>Reward individual staff members for student achievement based upon NeSA raw scores and MAP spring/spring scores. The incentive will be a gift card. To achieve the bonus:</p> <p style="padding-left: 40px;">Year 1-focusing on reading goals</p> <p style="padding-left: 40px;">Year 2- either reading or math goals</p> <p style="padding-left: 40px;">Year 3-both reading and math goals</p>
Key steps	<ol style="list-style-type: none"> <li>1. Gather individual student data for NeSA and MAP results from previous year</li> <li>2. Set reading and math NeSA and MAP goals by individual student</li> <li>3. Gather data collection based upon the raw score results for NeSA and spring MAP percentile score</li> <li>4. Reward</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal

Monitor and evaluate	Elementary Principal
Cost for three years	Year 1- \$2500 Year 2- \$3000 Year 3- \$3500
<b>Transformation Intervention Model - 4</b>	
Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	A Reading Specialist will be hired to support teachers and provide on-going professional development during the grant period. Guided reading will be a new strategy and the specialist will focus on training staff and ensuring progress monitoring for each student
Key steps	<ol style="list-style-type: none"> <li>1. Create a contract with a Reading Specialist for a period of two weeks per month</li> <li>2. Create a needs list for the specialist to dedicate time and focus</li> <li>3. Monthly evaluation/report of progress to IPM &amp; Principal</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$90,000 Year 2-\$90,000 Year 3-\$90,000
<b>Transformation Intervention Model - 4</b>	
Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	A Math Specialist will provide mathematics professional development for the classroom to all staff. This person will also be modeling and advising instruction in classrooms.

Key steps	<ol style="list-style-type: none"> <li>1. Advertise/Hire a Math Specialist</li> <li>2. Create a contract with a Math Specialist for a period of two weeks per month</li> <li>3. Create a needs list for the specialist to dedicate time and focus</li> <li>4. Monthly evaluation/report of progress to IPM &amp; Principal</li> </ol>
Start Date	August 2014
Full implementation date	August 2014
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$0 No cost Year 2-\$40,000 Year 3-\$40,000
<b>Transformation Intervention Model - 4</b>	
Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	Purchase structured play equipment and materials for the Kindergarten classrooms.
Key steps	<ol style="list-style-type: none"> <li>1. Research options</li> <li>2. Purchase materials</li> <li>3. Provide professional development to teachers/paraprofessionals</li> <li>4. Implement activities in the classrooms</li> <li>5. Data collection</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$9,500 Year 2-\$6,000 Year 3-\$4,000
<b>Transformation Intervention Model - 5</b>	
Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the	

needs of the students in a transformation school	
Activity	An incentive for staff meeting student achievement goals in math and/or reading (MAP or NeSA) will be to pay for a college level course focused in the areas of classroom management, native studies, math, reading, project based learning or any other courses pre-approved by the IPM meeting the vision of the district. The staff member will be reimbursed after completion of the course earning a passing grade has been achieved. A limited amount of funds will be available so it will be based upon a lottery for those who qualify. If a staff member meets both reading and math goals, their name will be entered in the lottery twice.
Key steps	<ol style="list-style-type: none"> <li>1. Create an application process connected to Individual student achievement results – required to complete class with a passing grade</li> <li>2. Inform all certified staff to register for courses to further their skills in the areas of classroom management, native studies, math or reading with the incentive for the district willing to reimburse when the classroom goals have been met and a passing grade achieved</li> <li>3. Identify staff members achieving both math and reading goals</li> <li>4. Announce staff achieving goals</li> <li>5. Reimburse staff after the course has been taken and a passing grade achieved</li> </ol>
Start Date	August 2013
Full implementation date	June 2014 based upon student achievement
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$1000 Year 2-\$3000 Year 3-\$6000
<b>Transformation Intervention Model - 5</b>	
Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school	
Activity	Professional Learning Communities will be created based upon staff interests with the direction focused on increasing student achievement. Stipends will be paid to each staff member attending and participating during non-contract time.
Key steps	<ol style="list-style-type: none"> <li>1. Survey staff</li> <li>2. Order books</li> <li>3. Create calendar for PLC dates (Sept-April: 30 times) and times before and after school</li> </ol>

	4. Hold PLC's based upon calendar
Start Date	August 2013
Full implementation date	Sept 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$21,490 Year 2-\$21,490 Year 3-\$21,490
<b>Transformation Intervention Model - 6</b>	
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	Purchase Guided Reading books and materials to increase student achievement.
Key steps	<ol style="list-style-type: none"> <li>1. Purchase leveled reading book sets for Grades K-8</li> <li>2. Purchase teacher resources for implementation and understanding of guided reading</li> <li>3. Provide professional development utilizing the Reading Specialist</li> <li>4. Teachers create/monitor/assess student achievement using running records</li> </ol>
Start Date	May 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	IPM
Cost for three years	Year 1-\$35,000 Year 2-\$25,000 Year 3-\$25,000
<b>Transformation Intervention Model - 6</b>	
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	Increase student time building proficiency in reading and math skills using a research-based computer program that is individualized based on their level. Also during this timeframe, classroom teachers will utilize the time for collaboration and reviewing student achievement data.
Key steps	<ol style="list-style-type: none"> <li>1. Purchase SuccessMaker program</li> <li>2. Create a SuccessMaker computer lab</li> </ol>

	<ol style="list-style-type: none"> <li>3. Hire a lab teacher to schedule and supervise students and to analyze student data</li> <li>4. Lab teacher will share student achievement data with classroom teachers</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1-\$155,293 Year 2-\$97,733 Year 3-\$81,195
<b>Transformation Intervention Model - 6</b>	
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	Utilize a structured writing program to help every student become a capable, confident writer.
Key steps	<ol style="list-style-type: none"> <li>1. Purchase K-8 "Traits Writing" program (Scholastic)</li> <li>2. Provide staff training for fidelity of the program use</li> <li>3. Implement Traits Writing program into all K-8 classrooms</li> <li>4. Purchase consumables each year</li> <li>5. Purchase the professional development video series</li> </ol>
Start Date	Fall 2013
Full implementation date	Fall 2013
Person(s) responsible	Reading Specialist
Monitor and evaluate	IPM
Cost for three years	Year 1-\$13,300 Year 2-\$6,500 Year 3-\$6,500
<b>Transformation Intervention Model - 6</b>	
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	A new enrichment time will be created for an extended reading and writing opportunity. We will purchase membership in the Spaghetti Book Club, a program to allow students' book reviews and illustrations to be posted to a website dedicated to students who love to read and talk about books.

	Student computers and carts will be provided for classroom teachers in support of the program implementation.
Key steps	<ol style="list-style-type: none"> <li>1. Purchase membership</li> <li>2. Purchase computers, carts, scanners, printers, server</li> <li>3. Provide training during in-service for all staff</li> <li>4. Create enrichment schedule with Librarian to support club</li> <li>5. Provide classroom time for computer writing, printing, scanning</li> </ol>
Start Date	Fall 2013
Full implementation date	Fall 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	IPM
Cost for three years	Year 1-\$28,000 Year 2-\$15,500 Year 3-\$18,000
<b>Transformation Intervention Model - 6</b>	
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	Conduct research on proven research-based Math strategies.
Key steps	Research Math programs and strategies that are also related to the Common Core standards to be proactive in our approach to teaching math. <ol style="list-style-type: none"> <li>1. IPM will conduct research on effective math programs and strategies used to increase student achievement</li> <li>2. Based upon findings, purchase materials to support student achievement</li> <li>3. Create a plan for the Math Specialist to provide training to use materials with fidelity</li> <li>4. On-going data analysis</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$7,000 Year 2-\$15,000 Year 3-\$15,000
<b>Transformation Intervention Model - 7</b>	

Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Utilize data analysis to drive instructional strategies using a team approach
Key steps	<ol style="list-style-type: none"> <li>1. Design the K-8 classroom schedules to accommodate a team collaboration time for focused analysis of student data</li> <li>2. Purchase laptops for the teachers to house student data, goal setting, and as a resource tool for informed instruction</li> <li>3. Use data to guide differentiated instruction in the classroom in all subjects</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1- \$17,500 Year 2- \$5000 Year 3- \$5000
<b>Transformation Intervention Model - 7</b>	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Collaborate horizontally and vertically to align curriculum to ensure what is tested is taught. Develop and implement engaging lessons/unit plans that maximize student performance.
Key steps	<ol style="list-style-type: none"> <li>1. Create a calendar for collaboration time focusing on curriculum alignment</li> <li>2. Create instructional maps and pacing guides</li> <li>3. Turn material into Principal</li> <li>4. Review and update on-going process</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1-\$0 No cost Year 2-\$0 No cost Year 3-\$0 No cost

<b>Transformation Intervention Model - 7</b>	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Use classroom formative assessments to differentiate instruction
Key steps	<ol style="list-style-type: none"> <li>1. Utilize formative benchmark assessments to drive instruction</li> <li>2. Create differentiated activities to meet the needs of individual students</li> <li>3. Progress monitor to determine levels and activities</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1-\$0 No cost Year 2-\$0 No cost Year 3-\$0 No cost
<b>Transformation Intervention Model - 8</b>	
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	Establish Enrichment programs. Examples may be: Destination Imagination, Lego Robotics, Book Clubs, Science Olympiad, Music, Drama, Cooking Classes, and Ho-Chunk Culture
Key steps	<ol style="list-style-type: none"> <li>1. Create a survey or have a sign- up sheet to determine the interests of the K-8 students</li> <li>2. Establish club sponsors based on student interests</li> <li>3. Create a schedule utilizing non-student contact days or times</li> <li>4. Arrange transportation</li> <li>5. Showcase student outcomes</li> </ol>
Start Date	September 2013
Full implementation date	September 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$15,573 Year 2-\$19,299 Year 3-\$22,050

<b>Transformation Intervention Model - 8</b>	
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	Instructional assistants supervise "Early Bird" activities in the morning from 7:30-8:00 in the atrium
Key steps	<ol style="list-style-type: none"> <li>1. Develop a schedule and establish objectives to be covered during the 30 minute block</li> <li>2. Hire staff to facilitate predetermined activities (Sight word bingo, math flashcards, literacy games, reading books)</li> <li>3. Purchase a locking cabinet on wheels to store materials</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$5,849 Year 2-\$5,849 Year 3-\$5,849
<b>Transformation Intervention Model - 8</b>	
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	Establish extended learning time in the afternoon after regular school hours (Ex. Beyond the bell)
Key steps	<ol style="list-style-type: none"> <li>1. Develop a schedule and establish objectives to be covered during the extended time</li> <li>2. Hire staff to facilitate predetermined activities</li> <li>3. Purchase materials and resources</li> <li>4. Organize transportation</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$17,394 Year 2-\$17,394 Year 3-\$17,394
<b>Transformation Intervention Model - 9</b>	

Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Organize school events that invite community into the building to showcase our students' talents.
Key steps	<ol style="list-style-type: none"> <li>1. Establish themes for the year that will be taught school-wide (Theme examples: history day, Read Across America, science fair, fine arts)</li> <li>2. Establish dates for events to be held</li> <li>3. Individual classroom projects completed based on the theme</li> <li>4. School-wide presentation/performance to tie it all together</li> </ol>
Start Date	Fall of 2013
Full implementation date	Fall of 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$0 No cost Year 2-\$0 No cost Year 3-\$0 No cost
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Allow access to computers during "Beyond the Bell" for parents/family to utilize school –owned programs (Web2.0) that will help them increase basic skills in math and reading to be able to offer homework assistance to their child.
Key steps	<ol style="list-style-type: none"> <li>1. Establish location and hours available</li> <li>2. Develop a schedule for staff coverage</li> <li>3. Purchase lap tops and cart</li> </ol>
Start Date	Fall 2013
Full implementation date	Fall 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$6,000 Year 2-\$3,750 Year 3-\$3,750
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	

Activity	Get books into kid's hands and homes.
Key steps	<ol style="list-style-type: none"> <li>1. The district contract requires community activities. For the 2013-14 year, 8 established "School-Community" nights are on the calendar.</li> <li>2. Locate books to purchase according to lexile levels</li> <li>3. Purchase books</li> <li>4. Distribute books during community events to all children attending</li> </ol>
Start Date	Purchase books August 2013 1 <sup>st</sup> book distribution in September 2013
Full implementation date	September 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$5,000 Year 2-\$5,000 Year 3-\$5,000
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Providing a time for positive connections to build healthy relationships between the school and the community
Key steps	<ol style="list-style-type: none"> <li>1. Create a calendar and designate location(s)</li> <li>2. Create schedule of who will attend and snacks to be offered</li> <li>3. Post the events on the school website, newsletter, Winnebago Indians News, school facebook page, and tribal radio station</li> <li>4. Follow schedule and track number of attendees at each event</li> </ol>
Start Date	August 2013
Full implementation date	September 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$1,000 Year 2-\$1,000 Year 3-\$1,000
<b>Transformation Intervention Model - 10</b>	
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	Classroom teachers will direct their focus and skill on reading, writing and math strategies/differentiation instruction.  K-6 science and social studies – to increase reading and math instruction – flexible working conditions
Key steps	<ol style="list-style-type: none"> <li>1. Hire two elementary endorsed teachers to teach K-6 Science and Social Studies</li> <li>2. Create schedule</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Elementary Principal
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1-\$156,000 Year 2-\$169,400 Year 3-\$174,800
<b>Transformation Intervention Model - 10</b>	
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	Create job description and hire an Intervention Project Manager
Key steps	<ol style="list-style-type: none"> <li>1. Create job description for the IPM</li> <li>2. Advertise and hire IPM</li> <li>3. Evaluate IPM</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Assistant Superintendent
Monitor and evaluate	Assistant Superintendent
Cost for three years	Year 1-\$74,500 Year 2-\$74,500 Year 3-\$74,500
<b>Transformation Intervention Model - 11</b>	
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	Create a partnership with a company to help analyze lost learning time and solutions to math strategies needed

Key steps	<ol style="list-style-type: none"> <li>1. Explore options for partnerships</li> <li>2. Focus on learning time lost</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$10,000 Year 2-\$10,000 Year 3-\$10,000
<b>Transformation Intervention Model - 11</b>	
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	On-going partnership with Educational Service Unit #1 – staff developers – writing strategies
Key steps	<ol style="list-style-type: none"> <li>1. Request developers to attend scheduled staff in-service days to provide training to WPS staff</li> <li>2. Schedule days and times</li> <li>3. Focus on “Traits Writing” materials</li> </ol>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Assistant Superintendent
Monitor and evaluate	Elementary Principal
Cost for three years	Year 1-\$ No cost Year 2-\$ No cost Year 3-\$ No cost
<b>Transformation Intervention Model - 11</b>	
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	Contract with a mental health therapist for in-house services to assist students.
Key steps	<ol style="list-style-type: none"> <li>1. Advertise and hire a local therapist to be housed in the building</li> <li>2. Generate list of potential students based upon a pre-determined direction or qualification list(data collection)</li> <li>3. Create a form for parent approval</li> </ol>

	<ul style="list-style-type: none"> <li>4. Schedule meetings and groups</li> <li>5. Follow up with classroom documentation to support efforts are making a difference</li> </ul>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$60,000 Year 2-\$60,000 Year 3-\$60,000
<b>Transformation Intervention Model - 11</b>	
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	Continue partnership with Tribal Programs such as Project Woska Pi
Key steps	<ul style="list-style-type: none"> <li>1. Create calendar for Tribal programs to work with students</li> <li>2. Create schedule to accommodate</li> </ul>
Start Date	August 2013
Full implementation date	August 2013
Person(s) responsible	Assistant Superintendent
Monitor and evaluate	Assistant Superintendent
Cost for three years	Year 1-\$ No cost Year 2-\$ No cost Year 3-\$ No cost
<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities</b>	
Activity	Create an extended learning period during the summer for K-8 students open to all students.
Key steps	<ul style="list-style-type: none"> <li>1. Determine calendar during summer</li> <li>2. Determine number of students</li> <li>3. Hire staff to instruct</li> <li>4. Develop curriculum</li> </ul>
Start Date	Spring 2014
Full implementation date	Summer 2014
Person(s) responsible	IPM

Monitor and evaluate	IPM
Cost for three years	Year 1-\$8,000 Year 2-\$8,000 Year 3-\$8,000
<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities</b>	
Activity	Hire an Information Technology assistant to help manage the large amount of technology in the building.
Key steps	<ol style="list-style-type: none"> <li>1. Create a job description for new position</li> <li>2. Advertise and hire</li> <li>3. Provide training support</li> </ol>
Start Date	Summer 2013
Full implementation date	Summer 2013
Person(s) responsible	IPM
Monitor and evaluate	IPM
Cost for three years	Year 1-\$53,418 Year 2-\$58,412 Year 3-\$62,138

**PART B. BUDGETS**

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

Budget forms are found in a separate EXCEL file at:

[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

# Appendix A.

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

### Definitions for Nebraska

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

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

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

**Graduation rate** means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years.

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

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

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

**Final Rank** shall mean the combination of performance rank and the progress over time rank. Persistently lowest-achieving schools (PLAS) Identification Procedure

### Performance Rank

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

### Progress Over Time Rank

For the latest three years, add the number of students at the proficient level in Reading and Math, then divide by the number of students enrolled a full academic year (FAY) for

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

Final Rank to Determine the Persistently Lowest-Achieving Schools

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

Graduation Rate

Using the AYP graduation data for all high schools in the state for the last three years, calculate a PLAS graduation rate using the AYP formula.

# Appendix B

## ESEA Section 1003(g) School Improvement Grants REVIEWERS RATING AND CHECKLIST

District Name: \_\_\_\_\_

County/district Number: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

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

TOTAL POINTS			
Comments:			

Complete Section 2 for each school included in the application.

Name of School \_\_\_\_\_ Tier \_\_\_\_\_ Intervention Model \_\_\_\_\_

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

Checklist for <b>TRANSFORMATION INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b>Pre-Implementation Activities</b>						
Activities are reasonable and necessary						
Activities are directly related to the implementation of the Transformation model						
Activities address the identified needs						
Activities have promise for improving student academic achievement						
Activities meet the “supplement not supplant” requirement						
<b>Required Activities</b>						
(d)(1)(i)(A) replace principal						
(d)(1)(i)(B) evaluation systems for teachers & principals						
(d)(1)(i)(C) reward school leaders						
(d)(1)(i)(D) ongoing professional development						
(d)(1)(i)(E) recruit/retain staff with necessary skills						
<b>Permissible Activities:</b>						
(d)(1)(ii)(A) attract/retain staff with necessary skills						
(d)(1)(ii)(B) institute a system for measuring changes						
(d)(1)(ii)(C) mutual consent for hiring teachers						
<b>Required Activities</b>						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
<b>Permissible Activities:</b>						
(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
<b>Required Activities</b>						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
<b>Permissible Activities:</b>						

(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d)(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
<b>Required Activities</b>						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
<b>Permissible Activities:</b>						
(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
<b>AVERAGE POINTS FOR REQUIREMENTS</b>						

# Appendix C

## Transformation Model