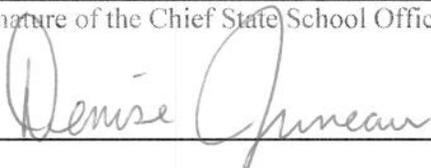


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Montana Office of Public Instruction	Applicant's Mailing Address: PO Box 202501, Helena, MT 59620
State Contact for the School Improvement Grant  Name: BJ Granbery  Position and Office: Title I Director  Contact's Mailing Address: PO Box 202501, Helena, MT 59620  Telephone: 406-444-4420  Fax: 406-444-3924  Email address: bgranbery@mt.gov	
Chief State School Officer (Printed Name): Denise Juneau	Telephone: 406-444-5658
Signature of the Chief State School Officer:  X 	Date: 12/3/10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

# School Improvement Grants Application

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

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**State Name: Montana**



U.S. Department of Education  
Washington, D.C. 20202



OMB Number: 1810-0682  
Expiration Date: September 30, 2013

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.



# SCHOOL IMPROVEMENT GRANTS

## **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

## **Availability of Funds**

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

## **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

## **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2010 Submission Information

## **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: [school.improvement.grants@ed.gov](mailto:school.improvement.grants@ed.gov)

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

## **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

## **Application Deadline**

Applications are due on or before December 3, 2010.

## **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [carlas.mccauley@ed.gov](mailto:carlas.mccauley@ed.gov).

# **FY 2010 Application Instructions**

**Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.**

**Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.**

**We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.**

**Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.**

**SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.**

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: Montana Office of Public Instruction	Applicant's Mailing Address: PO Box 202501, Helena, MT 59620
State Contact for the School Improvement Grant  Name: BJ Granbery  Position and Office: Administrator/Title I Director, Division of Educational Opportunity and Equity  Contact's Mailing Address: PO Box 202501, Helena, MT 59620  Telephone: 406-444-4420  Fax: 406-444-3924  Email address: bgranbery@mt.gov	
Chief State School Officer (Printed Name): Denise Juneau	Telephone: 406-444-5658
Signature of the Chief State School Officer:  X unable to scan into this space; signed paper copy sent by UPS	Date: 12/3/10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

# FY 2010 Application Checklist

**Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.**

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

**Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.**

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i>	<i>For an SEA revising its definition of PLA schools, please select the following option:</i>
	<input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver)	<input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009	
	<input type="checkbox"/> SEA elects to generate new lists	
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
<b>SECTION B: EVALUATION CRITERIA</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
<b>SECTION C: CAPACITY</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION D (PART 1): TIMELINE</b>	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
<b>SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION E: ASSURANCES</b>	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
<b>SECTION F: SEA RESERVATION</b>	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
<b>SECTION G: CONSULTATION WITH STAKEHOLDERS</b>	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
<b>SECTION H: WAIVERS</b>	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

**A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

*For an SEA keeping the same definition of PLA schools, please select one of the following options:*

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

*SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)*

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

*For an SEA revising its definition of PLA schools, please select the following option:*

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

**Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:**

[http://www.opi.mt.gov/Programs/TitlePrgms/titleia/#gpm1\\_11](http://www.opi.mt.gov/Programs/TitlePrgms/titleia/#gpm1_11)

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

**EXAMPLE:**

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

**EXAMPLE:**

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

<b>SCHOOLS SERVED WITH FY 2009 SIG FUNDS</b>							
<b>LEA NAME</b>	<b>LEA NCES ID #</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>GRAD RATE</b>
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

**Please attach the two tables in a separate file and submit it with the application.**

**SEA has attached the two tables in a separate file and submitted it with its application.**

**B. EVALUATION CRITERIA:**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

**Part 1**

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school. **Montana Response:** (See also response regarding capacity below and in Section C.) Using the capacity criteria outlined on the next page, the SEA has determined that none of the LEAs with Tier I schools (there are no Tier II schools) have the capacity to use school improvement funds to provide adequate resources and related support to Tier I schools. In priority order, these LEAs will be asked to agree to the SEA providing services directly by signing an Implementation Agreement with the SEA. The Implementation Agreement also requires that the LEA and local teachers union sign a memorandum of understanding (MOU) to amend the existing collective bargaining agreement to allow for SIG requirements to be implemented. The priority order will be: 1) the new Tier I K-6 and 7-8 schools that feed into a currently served Tier I high school, then if any decline and funding remains or all decline, 2) the other new Tier I schools in order of the lowest to highest percent proficient as shown on the submitted list of new Tier I schools until funding is exhausted (allocating reasonable amounts for year one services to each school to be served). The SEA will analyze the needs of each Tier I school as it designs and plans for those services during the development of a District Action Plan (DAP) working collaboratively with the LEA. The analysis will be summarized in the DAP. The DAP will contain all the required elements of the Transformation Model which is the model the SEA will implement in districts agreeing to the Implementation Agreement and MOU. Districts choosing this route will address all the same questions that are contained in the regular local application supplement for the Transformation Model, including goals, assurances, and requests for waivers needed.

If any LEA believes it has the capacity to provide services to its schools, that LEA will complete a regular local application and must provide proof that a thorough needs assessment has been conducted to determine needs so that an appropriate reform model can be selected and appropriate services can be designed. The rubric contained in the local application will be utilized to further determine capacity for an LEA that submits a local application, plus the additional supplement for each reform model chosen for Tier I schools. The SEA will also use the most recent Five Year Comprehensive Education Plan submitted by the LEA in determining capacity along with the most recent Scholastic Review conducted by an external team from OPI.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. **Montana Response:** Each of the districts with Tier I schools are also districts in the improvement status of Corrective Action Year 8 or 9. These districts have only one school or one school per grade span, so the school and the district are the same. Therefore, in these situations there is no district office that has capacity beyond what is contained in the school itself. These are all very small, rural, and remote districts located on or near American Indian reservations.

Past school reform efforts have been ineffective in increasing student achievement. Some of these districts have been designated by the SEA for high-risk financial status for several years due to numerous and ongoing audit problems and lack of compliance with reporting. Others have not received high risk designation but have had some audit or fiscal problems.

In order to receive the benefit of the School Improvement Grant funds administered directly by the SEA, these districts must submit an initial pre-application, signed by both

the Chairperson of the Board of Trustees and the local teachers union President, to the SEA indicating their interest and that they agree with the SEA's determination of a lack of capacity. If the pre-application is submitted, then the LEAs will sign an Implementation Agreement with the SEA agreeing to have the SEA provide services directly, specifying that the Transformation Model will be implementing (and stating the requirements of the model). The district and local teachers union must also agree to a memorandum of understanding (MOU) to amend the collective bargaining agreement to ensure that SIG requirements can be implemented.

Specific criteria that have been considered in capacity determinations:

- High Risk Financial Status
- History of Financial Management Problems (but not resulting in High Risk Status)
- Frequent Turnover in Superintendents
- Frequent Turnover in Principals
- Frequent Turnover in School Board Members
- Accreditation Deficiencies
- See Section C for more detail on existing rubrics used in Scholastic Reviews (scholastic audits) already used by the SEA to determine district capacity that will be taken into account for these determinations.
- Five Year Comprehensive Plans submitted in November 2010

- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). **Montana Response: An LEA that chooses to submit a local application (instead of approving the SEA to provide services through an Implementation Agreement) will be required, as part of its application, to propose a budget that clearly details planned activities and costs involved. The SEA staff will compare these details and projected costs to determine adequacy of funding levels. If necessary, realistic estimations of similar interventions undertaken elsewhere will be obtained for comparison purposes. Prior to the issuance of a district application form, SEA staff will determine estimated ranges necessary for implementation of each reform model. SEA staff will use the following criteria in evaluating the budget information submitted:**
- Budget provided is within the estimated range for the reform model selected, or adequate rationale is provided for budgets outside the estimated range;
  - Budget realistically estimates the cost of implementing the selected reform model for the entire grant period;
  - Budget narrative clearly aligns with components of the selected reform model;
  - LEA has clearly described how other resources align with and enhance the intervention model chosen.
  - For districts signing the Implementation Agreement and MOU, the SEA will work directly with the districts to establish appropriate spending ranges to accomplish the implementation of the Transformation Model

## Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements. **Montana Response:** LEA applications will include descriptions of the design and implementation plans that will be scrutinized by the SEA review team for feasibility and evidence of thorough planning. Details of who will be responsible, by when, and what resources will be needed must be well developed with broad involvement, understanding, and buy-in by all involved parties. The Scholastic Review rubric described and linked to in Section C will be utilized in this analysis, as well as the answers to questions contained in the local application. The rubric contained in the local application will be used to in the review sufficiency of the LEA application. A school improvement team will be required consisting of the principal, teachers, parents, community members, and at least one district administrator. Each team member must sign off on the design and plans for interventions. The school board must review and approve the plans. Documentation that the plans are consistent with the final requirements will be scrutinized by SEA staff in the approval process using the rubric contained in the local application and afterward through intensive monitoring. Technical assistance will be provided during the development of the application and the use of external consultants and service providers will be required. If the Transformation Model is selected, the Toolkit for Implementing the Transformation Model from CII will be utilized as well. Whatever reform model is chosen will be implemented for the 2011-2012 school year.

**Districts signing Implementation Agreements and MOUs will address every requirement other districts will by completing the District Action Plan for the Transformation Model collaboratively with the SEA.**

- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality. **Montana Response:** For any LEA whose application is approved, technical assistance in the area of recruitment, screening, and selection of external providers will be emphasized in order to assist the LEA in contracting with external providers. Resources in the area of screening and selection of providers are available from national technical assistance centers (CII and others) and will be utilized. As providers are selected, the SEA will require the names and qualifications be submitted in the LEA application or as an amendment to the LEA application which must be approved as any other amendment must be approved by the SEA.

**Districts signing Implementation Agreements and MOUs will address every requirement other districts will by completing the District Action Plan for the Transformation Model collaboratively with the SEA.**

- (3) Align other resources with the interventions. **Montana Response:** The LEA application will require that the LEA describe how other resources will be aligned to support the reform model being implemented. Through reviewing the information provided in the LEA application and interviewing LEA and school personnel, the SEA staff will determine the

sufficiency of the alignment of these other resources. Technical assistance and guidance will be provided throughout the application development period and afterward, so that LEAs keep in mind the totality of the resources available to them to implement interventions in a coordinated and integrated fashion.

Districts signing Implementation Agreements and MOUs will address every requirement other districts will by completing the District Action Plan for the Transformation Model collaboratively with the SEA.

- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. **Montana Response: The LEA application will be scrutinized for sound plans for making any modifications to practices and policies that may be necessary. The recommendations described in Section C concerning capacity in these districts will be of paramount importance. During the implementation of the selected reform model and interventions, the SEA will monitor closely, evaluate, and provide technical assistance and guidance in this area as well. SEA School Improvement Consultants will visit several times each month to ensure that no barriers to implementation go unaddressed. Implementation of the selected reform model will take place for the 2011-2012 school year.**

Districts signing Implementation Agreements and MOUs will address every requirement other districts will by completing the District Action Plan for the Transformation Model collaboratively with the SEA. SEA Transformation Leaders and Instructional Leaders will be onsite three to four days per week to guide implementation and monitor to ensure that no barriers to implementation go unaddressed.

- (5) Sustain the reforms after the funding period ends. **Montana Response: The subject of sustainability must be addressed in the LEA application and the feasibility of the LEA's proposed plans will be evaluated by the SEA review team. Additional ideas and suggestions for sustainability will be provided, if needed, during the application period and during implementation as well. Although funding is a major factor in sustainability, equally important are the structures and trainings that are put in place so that innovations can continue even when funding is reduced to pre-implementation levels.**

**B-1. ADDITIONAL EVALUATION CRITERIA:** In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

**Insert response to Section B-1 Additional Evaluation Criteria here: Montana Response: 1) If any LEA submits a regular local application instead of approving the SEA to provide services directly, the LEA's proposed budget for the pre-implementation period will be reviewed to determine that there are sufficient funds budgeted to carry out the proposed activities while still leaving enough of available funding for full implementation.**

**2) In such cases where an LEA submits a regular local application and proposes pre-implementation activities, the SEA will use a checklist developed from the Section J of the November 2010 updated guidance document from the U.S. Department of Education. All of the allowable activities from the guidance will be incorporated into the review checklist. As soon as the local application is approved, the LEA will be able to start conducting the approved pre-implementation activities.**

**C. CAPACITY:** The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

**Insert response to Section C Capacity here:**

**Montana Response:** As stated in Section B, the lack of capacity presents significant challenges for our LEAs with Tier I schools in particular due to the fact that all are very remote, isolated, small, and located on or near five of Montana's seven American Indian reservations. Each of the districts with Tier I schools are also districts with an improvement status of Corrective Action Year 8 or 9. Most of these districts have only one school or one school per grade span so the school and the district are the same. Therefore, there is no district office that has capacity beyond what is contained in the school itself.

Past school reform efforts in these LEAs have been ineffective in increasing student achievement. In addition, some of these districts have been designated by the SEA for high-risk financial status for several years due to numerous and ongoing audit problems and lack of compliance with reporting. Others have experienced fiscal problems not rising to the level of "high risk" designation.

All of these districts have high rates of turnover in administrators, clerks, and board members. Each situation will be examined in depth to make a determination as to whether the capacity exists to implement the required interventions, taking into account all of the factors mentioned here. The ability to recruit and secure new staff or administrators is certainly a problem that will have to be addressed as well. These LEAs have difficulty attracting and keeping educators under any circumstance.

Over the last four to five years, each of these LEAs has received a very comprehensive Scholastic Review and a follow-up from an external team of distinguished educators assembled by the SEA. The rubric used for the reviews is based on Correlates and Indicators of Effective Schools originally constructed and used by the Kentucky Department of Education (based on the body of work by Lezotte and others), and were

adapted for use in Montana.

The instrument may be viewed at the following link (click + control to follow link):  
[http://www.opi.mt.gov/Programs/TitlePrgms/ssos.html#gpm1\\_3](http://www.opi.mt.gov/Programs/TitlePrgms/ssos.html#gpm1_3)

(Correlates 1 – 9 are listed separately due to the size of each section of the rubric.)

The scoring rubric for each Indicator is as follows:

**4 – Exemplary level of development and implementation (meets the criteria for a rating of “3” plus the descriptors under 4)**

**3 – Fully functioning and operational level of development and implementation**

**2 – Limited development or partial implementation**

**1 – Little or no development and implementation**

Within the rubric certain Indicators are designated with “DA” for district accountability.

None of the LEAs with Tier I schools scored higher than a 1 or 2 on any Indicators for district accountability (DA). All Indicators for each school in these districts were also rated a 1 or 2. The follow up reviews, based on “Power Indicators” from the original rubric, reinforced the findings and recommendations of the original Scholastic Reviews conducted. Limited improvements in district capacity or effectiveness were noted in the follow-up reviews.

In addition to the Scholastic Review, every LEA and school in the state must complete and submit a Five Year Comprehensive Education Plan to the SEA. These have just been submitted in November 2010 and the contents of those have been examined as well in making capacity determinations.

In order to receive the benefit of the School Improvement Grant funds, these districts must submit an initial pre-application to the SEA indicating their interest, whether they agree with the SEA’s finding of a lack of capacity, and whether they agree to have the SEA provide services directly. The district and local teachers union must also agree to bargain a memorandum of understanding to add how SIG requirements will be incorporated into the local collective bargaining agreement (unless already in place due to existing services in a current SIG Tier I school). Both the Chairperson of the Board of Trustees and the local teachers union President must sign the initial pre- application submitted to the SEA. The Chairperson of the Board of Trustees must also sign an Implementation Agreement with the SEA that is also signed by the State Superintendent of Schools (unless one is already in place, in which case it only has to be amended to include the new Tier I school).

It is highly unlikely the SEA will determine that any of these LEAs has more capacity than it demonstrates, but if that were found to be the case, the SEA would present its

**findings to the LEA administration and school board in order to show how capacity does exist and offer technical assistance to overcome perceived barriers. The LEA would then need to complete and submit a regular local application in order to be funded. Any district that does not elect to sign the Implementation Agreement (or amend an existing one) and MOU (unless one is already in place) will also need to submit a regular local application if funding remains as the priority order is followed in determining which eligible schools will be served (as described in the next section).**

**D (PART 1). TIMELINE:** An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

**Insert response to Section D (Part 1) Timeline here:**

**Montana Response:** The SEA will discuss capacity issues with LEAs with the new Tier I schools in priority order during February and March 2011 depending upon date of final approval of the state's application. As stated previously, the SEA believes that all of these LEAs lack capacity and that they may approve the SEA providing services directly. It is expected that there will not be enough funding for any Tier III schools to be served or funded due to the lack of funds that will remain after services to eligible Tier I schools have been decided. If there were any funds remaining, Tier III schools that feed into served Tier I schools would have priority.

Technical assistance will be provided to the LEAs with the new Tier I schools with first priority (those that feed into a currently served Tier I school) beginning in February and March 2011. As soon as the state's application has been approved, pre-application forms will be offered to those LEAs. If they agree to the SEA providing services directly, the existing Implementation Agreements with those districts will be amended to include the new Tier I schools selecting the Transformation Model (the same model as the current Tier I schools in those LEAs are implementing). These agreements are expected to be finalized by the end of March 2011. This step could utilize all available funding so no further steps would be necessary.

If these LEAs do not agree to adding the new Tier I schools under the existing Implementation Agreement and MOU, the LEAs with second priority new Tier I schools will be offered the pre-application opportunity to approve the SEA to provide services directly, implementing the Transformation Model. These offers will begin with the Tier I school with the lowest percent proficient moving up to the school with the next higher percent proficient, and so on, depending on how much funding remains available. Pre-applications, Implementation Agreements, and MOUs with these districts (if any agree to the direct services approach) are expected to be completed by the end of April 2011.

If funds remain available due to the above LEAs declining to approve the SEA providing services directly, then those same LEAs may submit a regular application to receive SIG funding for any Tier I school they commit to serve and have the capacity to serve. These applications will be due by the end of May 2011 and will be approved by the end of June 2011.



**D (PARTS 2-8). DESCRIPTIVE INFORMATION:**

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.<sup>3</sup>

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

**Insert response to Section D (Parts 2-8) Descriptive Information here:**

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final

requirements. **Montana Response:** There are no Tier II schools, but if any LEA with a Tier I school is determined to have capacity and receives a School Improvement Grant, the LEA's annual goals for student achievement will be reviewed and approved by SEA staff during the application review and approval process. If the LEA is not making reasonable progress on meeting those goals or is not making progress on the leading indicators in section III, funding may not be renewed without major changes to the LEA's plans for the school which must be approved by the SEA. Additional intensive technical assistance by the LEA for the school must be identified and described in these changes.

**Districts signing Implementation Agreements and MOUs will address every requirement other districts will by completing the District Action Plan for the Transformation Model collaboratively with the SEA. This plan must be revisited and adjustments made in collaboration with the SEA if the LEA is not making reasonable progress on meeting the goals or is not making progress on the leading indicators in section III.**

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals. **Montana Response:** An LEA's annual goals for student achievement for its Tier III schools will be reviewed and approved by SEA staff during the application review and approval process. If the LEA is not making reasonable progress on meeting those goals or is not making progress on the leading indicators in section III, funding may not be renewed without major changes to the LEA's plans for the school which must be approved by the SEA. Additional intensive technical assistance by the LEA for the school must be identified and described in these changes.

**Districts signing Implementation Agreements and MOUs will address every requirement other districts will by completing the District Action Plan for the Transformation Model collaboratively with the SEA. This plan must be revisited and adjustments made in collaboration with the SEA if the LEA is not making reasonable progress on meeting the goals or is not making progress on the leading indicators in section III.**

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve. **Montana Response:** The SEA will monitor each LEA that receives a School Improvement Grant by conducting onsite reviews and evaluations monthly as well as semi-monthly desk reviews and phone interviews to ensure that the LEA is implementing the school intervention model fully and effectively in Tier I schools (there are no Tier II schools). SEA School Improvement Consultants will be onsite at least three days per month to monitor grant activities as well. In LEAs signing Implementation Agreements and MOUs, the onsite SEA staff will monitor constantly.

- (5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies. **Montana Response: The first priority will be new Tier I schools that feed into currently served Tier I schools. The next priority will be new Tier I schools in order of the school with the lowest percent proficient, moving up to the next lowest percent proficient and so on, as long as funding remains.**
- (6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools. **Montana Response: It is anticipated that funds will not be sufficient to serve any Tier III schools with FY 2010 funds. No Tier III schools were served with FY 2009 fund either.**
- (7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school. **Montana Response: The SEA does not intend to take over any Tier I schools and there are no Tier II schools. The Montana Constitution vests control of public schools with the local Board of Trustees. There are no provisions in the Constitution or statute for the SEA to take over local schools or districts.**
- (8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>2</sup> **Montana Response: The SEA does intend to provide services directly to Tier I schools in the absence of a takeover if the LEA approves and signs the pre-application and Implementation Agreement agreeing to such. The intervention model that the SEA intends to implement is the Transformation Model. The evidence of the LEA's approval for the SEA to provide services directly will be provided in each case as the Implementation Agreements are finalized.**

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<sup>2</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.



## E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

**F. SEA RESERVATION:** The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**Insert response to Section F SEA Reservation here: Montana Response:** The SEA will use funds from its state-level reservation to continue to fund the SIG Unit Director and .5 of a specialist position to directly oversee the administration of the grant funds. Every aspect of providing direct services to the served schools is supervised and implemented by these staff members. The reserved funds also provide for their operating costs and travel budget for visiting the schools frequently. Providing technical assistance and evaluating the implementation of the reform activities and strategies is their primary focus.

**G. CONSULTATION WITH STAKEHOLDERS:** The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including The Montana Education Association-Montana Federation of Teachers (MEA-MFT)

**H. WAIVERS:** SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

### WAIVERS OF SEA REQUIREMENTS

**Enter State Name Here** requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

#### **Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

#### Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 3: New list waiver**

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

**WAIVERS OF LEA REQUIREMENTS**

**Enter State Name Here** requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 4: School improvement timeline waiver**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.**

**Waiver 5: Schoolwide program waiver**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**PERIOD OF AVAILABILITY WAIVER**

**Enter State Name Here** requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Waiver 6: Period of availability of FY 2009 carryover funds waiver**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

**Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.**

**ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**  
**(Must check if requesting one or more waivers)**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**PART II: LEA REQUIREMENTS**

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

**The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.**

**LEA APPLICATION REQUIREMENTS**

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure 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 LEA 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 SEA) 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 SEA the school-level data required under section III of the final requirements.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “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.

## APPENDIX A

### SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

#### **Continuing Impact of ARRA School Improvement Grant Funding in FY 2010**

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

## **Maximizing the Impact of Regular FY 2010 SIG Allocations**

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

## **Continuation of \$2 Million Annual Per School Cap**

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

### **LEA Budgets**

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

## **SEA Allocations to LEAs**

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

## APPENDIX B

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>§</sup>	Title I eligible <sup>**</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>††</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>

<sup>§</sup> “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

<sup>\*\*</sup> For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

<sup>††</sup> Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.



Denise Juneau, Superintendent  
 Montana Office of Public Instruction  
 www.opi.mt.gov

**TITLE I SCHOOL IMPROVEMENT  
 GRANTS, SEC. 1003(G)  
 (DISTRICTS WITH AT LEAST ONE TIER I SCHOOL)  
 2011-2012  
 PRE-APPLICATION**

**GRANT PRE-APPLICATION**

This application must be completed in full and signed by the Chairperson of the Board of Trustees and the Local Union President. Signature of the District Superintendent is encouraged, but is optional. The information in the application will be used to determine eligibility for funding under ESEA Title I, Part A, Section 1003(g), P. L. 107-110.

The application must be mailed to or faxed to Jenine Synness, SIG Program Assistant, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501. FAX number: 406-444-3924. Applications must be received at OPI by midnight, March 31, 2011.

If assistance is needed, please call the Title I Program at the Office of Public Instruction at (406) 444-5660.

- District Name: \_\_\_\_\_
- Legal Entity: \_\_\_\_\_
- The district is interested in receiving Title I School Improvement Grant (SIG) funding.
- In order to develop, implement, and evaluate the impacts of this funding on the teacher bargaining unit, the school district and teacher bargaining unit agree to bargain a memorandum of agreement.
- The district agrees with the Montana Office of Public Instruction's assessment that the district does not have the capacity to serve its Tier I school(s) and requests and approves the Montana Office of Public Instruction (OPI) to provide School Improvement Grant services directly.
- The district agrees that the OPI will control all SIG funding and all related activities for the duration of the grant, including supervision of grant activities and evaluation of progress.
- The district agrees to collaborate with the OPI to develop an Implementation Plan to clarify roles and responsibilities, including the development of a comprehensive improvement plan (District Action Plan).

\_\_\_\_\_  
**Signature of the Chairperson, Board of Trustees**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of the Local Union President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of the District Superintendent (optional)**

\_\_\_\_\_  
**Date**



**Tier I for School Improvement Grants**

***Persistently Lowest Achieving Schools***

**Tier I.**

The lowest 5% (or five) of any Title I schools in improvement, corrective action, or restructuring, when calculating *Percent At Or Above Proficiency* with 3 years of Math and Reading, and sorted by *Percent At or Above Proficiency*, that:

- a. is ranked in the lowest 5%; or
- b. is a high school with a graduation rate of 60% or less in the prior year and one of two previous years.

[Click here for Montana's Definition of Persistently Lowest Achieving Schools](#)

This information is publically reported in compliance with Montana's application for School Improvement Grants.

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
1213	Hays-Lodge Pole K-12 Schls	3013660	1551	Hays-Lodge Pole High Sch	00413	7th Year Identified for Restructuring	13.18 %	1
1190	Lodge Grass H S	3017040	0040	Lodge Grass High School	00534	6th Year Identified for Restructuring	14.39 %	2
0928	Frazer H S	3011460	1208	Frazer High School	00311	7th Year Identified for Restructuring	15.00 %	3
1214	Plenty Coups H S	3013360	1553	Plenty Coups High School	00398	7th Year Identified for Restructuring	15.48 %	4
1230	Lame Deer H S	3000095	1816	Lame Deer High School	00137	6th Year Identified for Restructuring	17.82 %	5
0021	Pryor Elem	3021720	1668	Pryor 7-8	00930	6th Year Identified for Restructuring	20.24 %	6
0021	Pryor Elem	3021720	0027	Pryor Elem School	00647	Identified for Corrective Action	20.51 %	7



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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P.O. Box 202501
Helena, MT, 59620-2501
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(406) 444-0169 (TTY)
opi.mt.gov

TITLE I SCHOOL IMPROVEMENT GRANTS SEC. 1003(g)
CURRENTLY SERVED TIER I SCHOOLS
School Year 2010 – 2011

Table with 10 columns: District Name, District NCES, School Name, School NCES, Reform Model, Tier I, Year 1, Projected Funds Year 2, Projected Funds Year 3, Three Year Totals. Rows include Lodge Grass H S, Frazer H S, Plenty Coups H S, Lame Deer H S, Pryor Elem, and a TOTALS row.

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

**LEA School Improvement Grants 1003(g) Application Supplement  
Turnaround Model**

**Individual School Plan For Tier I Schools  
Turnaround Model**

<b>School Name:</b> _____	<b>Tier:</b> _____
<b>District:</b> _____	<b>Intervention :</b> _____
<b>Principal's Name:</b> _____	<b>Phone: (406)</b> _____
<b>Principal's Email:</b> _____	<b>Fax: (406)</b> _____

**B.1 ANALYSIS OF SCHOOL'S NEEDS**

**Required Data Analysis:**

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2008-2009, 2009-2010, and 2010-2011 that show CRT results for this school for all students as well as subgroups
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
<b>2008-2009</b>				
<b>2009-2010</b>				

- Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? \_\_\_\_\_
- Has this school completed any **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results.

**Additional Areas to Consider for Data and Need Analysis:** Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enrollment</li> <li><input type="checkbox"/> drop-out Rate</li> <li><input type="checkbox"/> ethnicity</li> <li><input type="checkbox"/> grade level</li> <li><input type="checkbox"/> discipline incidents</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> alignment with MT standards &amp; ELEs</li> <li><input type="checkbox"/> research-based</li> <li><input type="checkbox"/> implemented with fidelity</li> <li><input type="checkbox"/> schedule for review &amp; revision of curriculum</li> <li><input type="checkbox"/> assessment data used to identify gaps</li> <li><input type="checkbox"/> review process to determine if meeting needs of all students</li> </ul>
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# LEA School Improvement Grants 1003(g) Application Supplement

## Turnaround Model

<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective and varied instructional strategies</li> <li><input type="checkbox"/> instruction is aligned to MT ELEs</li> <li><input type="checkbox"/> instruction is differentiated</li> <li><input type="checkbox"/> system for timely &amp; early interventions for low-performing students</li> <li><input type="checkbox"/> teachers communicate high expectations to students</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> aligned with MT standards &amp; ELEs</li> <li><input type="checkbox"/> data from classroom assessments guides instruction</li> <li><input type="checkbox"/> universal screening data for all students</li> <li><input type="checkbox"/> progress Monitoring data</li> <li><input type="checkbox"/> other Formative Assessments</li> <li><input type="checkbox"/> teacher observations</li> <li><input type="checkbox"/> other:</li> </ul>
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<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student achievement data determines pd priorities</li> <li><input type="checkbox"/> professional development is job embedded</li> <li><input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards</li> <li><input type="checkbox"/> teacher evaluation process consistently applied</li> <li><input type="checkbox"/> teachers receive ongoing &amp; systematic feedback to improve instruction</li> <li><input type="checkbox"/> teacher mentoring program</li> <li><input type="checkbox"/> other</li> </ul>	<p><b>Supportive Learning Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective classroom management strategies</li> <li><input type="checkbox"/> schoolwide behavior standards</li> <li><input type="checkbox"/> attendance policy</li> <li><input type="checkbox"/> cultural awareness and understanding</li> <li><input type="checkbox"/> extended learning opportunities</li> <li><input type="checkbox"/> effective school-parent communication</li> <li><input type="checkbox"/> parent &amp; community engagement</li> <li><input type="checkbox"/> Social &amp; emotional services &amp; supports</li> <li><input type="checkbox"/> physical facilities safe &amp; orderly</li> <li><input type="checkbox"/> other:</li> </ul>
--	--

<p><b>Other</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> master schedule &amp; classroom schedules</li> <li><input type="checkbox"/> perception surveys of teachers, parents, or students</li> <li><input type="checkbox"/> implementation data for specific program or process</li> <li><input type="checkbox"/> administrator and teacher experience &amp; qualifications</li> <li><input type="checkbox"/> policies &amp; procedures facilitate learning</li> <li><input type="checkbox"/> teacher turnover &amp; attendance rates</li> <li><input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc.</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> facilitate development &amp; implementation of school goals</li> <li><input type="checkbox"/> analyze student assessment data</li> <li><input type="checkbox"/> leaders assist staff in understanding &amp; using formative &amp; summative assessment data</li> <li><input type="checkbox"/> leaders monitor delivery of instruction</li> <li><input type="checkbox"/> leaders monitor implementation of school improvement plan</li> <li><input type="checkbox"/> leaders ensure staff trained in MT ELEs</li> <li><input type="checkbox"/> leaders have support from district office or others</li> </ul>
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# LEA School Improvement Grants 1003(g) Application Supplement

## Turnaround Model

For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Scholastic Review or Correlate Review	
Other:	
Other:	
Other:	

Briefly describe why the Turnaround model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.

### B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					

**LEA School Improvement Grants 1003(g) Application Supplement**  
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<b>Graduation Rate</b>					
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**B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL**

**TURNAROUND MODEL**

**Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(i) Replace the principal and grant sufficient operational flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive reform.			
Describe the process to be used to replace the principal as part of the school’s turnaround model.			
In the case of a school that has replaced the principal within the last two years, describe other elements of this turnaround that have been implemented during that time.			
What different operational flexibility will the principal have in relation to staffing?			
What different operational flexibility will the principal have in relation to school calendars and instructional time?			
What different operational flexibility will the principal have in relation to budgets?			
What capacity does the district have to replace the principal?			
What barriers exist to replacing the principal and how will those be overcome?			
What capacity does the district have to grant operational flexibility?			
What barriers exist to granting operational flexibility and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(ii) Screen existing staff, rehire no more than 50% and select new staff using locally adopted competencies to measure the staff effectiveness to work in a turnaround model.			
Describe the instructional staff and any additional staff to be screened for potential rehire. Also list the number of positions including any vacancies at the time of implementation.			
Describe the locally adopted competencies to be use to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. (These will be used for screening current staff as well as for recruiting new hires.)			
Describe the process for selecting new staff to be hired.			

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## Turnaround Model

What capacity does the district have to screen and hire new staff?
What capacity does the district have to grant operational flexibility?
What barriers exist to screening, rehiring current staff, and hiring new staff and how will those be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(iii) Implement such strategies as financial incentives, increased opportunities for promotion, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.			
Describe any strategies to be implemented to recruit, place, and retain effective staff for a turnaround school.			
What capacity does the district have to implement these strategies?			
What capacity does the district have to grant operational flexibility?			
What barriers exist to implementing these strategies and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.			
Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)			
How will the professional development be designed with input from school staff?			
What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?			
What barriers exist to implementing these professional development strategies and how will these be overcome?			

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## Turnaround Model

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
Describe the new governance arrangement under which the school will be run.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.			
Describe how the district will use data to identify an instructional program that is research-based.			
Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.			
Describe how the district will ensure that the instructional program is aligned with the Montana Essential Learning Expectations.			
What capacity does the district have to identify and implement an aligned research-based instructional program?			
What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
What capacity does the district have to continuously use student data (formative, interim, and summative assessments) to inform and differentiate instruction?			
What barriers exist to using student data to inform and differentiate instruction?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(viii) Establish schedules and implement strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects.			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.			
Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.			
What capacity does the district have to establish schedules and strategies that provide increased learning time?			
What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.			
Describe what social-emotional and community-oriented services and supports will be provided for students. (Add additional rows as needed.)			
What capacity does the district have to provide appropriate social-emotional and community-oriented services and supports for students?			
What barriers exist to providing social-emotional and community-oriented supports for students and how will these be overcome?			

### Permissible Activities

Describe any additional strategies to be implemented at the school using 1003(g) funding such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy). (See I.A.2.(a)(2) of the final requirements. Use a separate table to describe each strategy, the implementation steps required for the strategy, and the LEA’s capacity to implement the strategy and overcome any barriers to the implementation. Add as many tables as required.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(Identify the strategy here)			
(Describe the implementation step here. Add additional rows as needed for additional steps.)			
What capacity does the district have to implement this strategy?			
What barriers exist to implementing this strategy and how will these be overcome?			

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**Pre-Implementation Activities**

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

\_\_\_\_ Family and Community Engagement:

\_\_\_\_ Rigorous Review of External Providers:

\_\_\_\_ Staffing:

\_\_\_\_ Instructional Programs:

\_\_\_\_ Professional Development and Support:

\_\_\_\_ Preparation for Accountability Measures:

\_\_\_\_ Other:

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## Turnaround Model

### C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through August 2011, 2011-2012, 2012-2013, and 2013-2014) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

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Other:				
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## Turnaround Model

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other:

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**Individual School Plan For Tier I Schools  
Transformation Model**

<b>School Name:</b> _____	<b>Tier:</b> _____
<b>District:</b> _____	<b>Intervention :</b> _____
<b>Principal's Name:</b> _____	<b>Phone: (406)</b> _____
<b>Principal's Email:</b> _____	<b>Fax: (406)</b> _____

**B.1 ANALYSIS OF SCHOOL'S NEEDS**

**Required Data Analysis:**

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2008-2009, 2009-2010, and 2010-2011 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
<b>2008-2009</b>				
<b>2009-2010</b>				

- Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? \_\_\_\_\_
- Has this school completed any of the **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results.

**Additional Areas to Consider for Data and Need Analysis:** Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enrollment</li> <li><input type="checkbox"/> drop-out Rate</li> <li><input type="checkbox"/> ethnicity</li> <li><input type="checkbox"/> grade level</li> <li><input type="checkbox"/> discipline incidents</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> alignment with MT standards &amp; ELEs</li> <li><input type="checkbox"/> research-based</li> <li><input type="checkbox"/> implemented with fidelity</li> <li><input type="checkbox"/> schedule for review &amp; revision of curriculum</li> <li><input type="checkbox"/> assessment data used to identify gaps</li> <li><input type="checkbox"/> review process to determine if meeting needs of all students</li> </ul>
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## Transformation Model

<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective and varied instructional strategies</li> <li><input type="checkbox"/> instruction is aligned to MT ELEs</li> <li><input type="checkbox"/> instruction is differentiated</li> <li><input type="checkbox"/> system for timely &amp; early interventions for low-performing students</li> <li><input type="checkbox"/> teachers communicate high expectations to students</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> aligned with MT standards &amp; ELEs</li> <li><input type="checkbox"/> data from classroom assessments guides instruction</li> <li><input type="checkbox"/> universal screening data for all students</li> <li><input type="checkbox"/> progress Monitoring data</li> <li><input type="checkbox"/> other Formative Assessments</li> <li><input type="checkbox"/> teacher observations</li> <li><input type="checkbox"/> other:</li> </ul>
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<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student achievement data determines pd priorities</li> <li><input type="checkbox"/> professional development is job embedded</li> <li><input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards</li> <li><input type="checkbox"/> teacher evaluation process consistently applied</li> <li><input type="checkbox"/> teachers receive ongoing &amp; systematic feedback to improve instruction</li> <li><input type="checkbox"/> teacher mentoring program</li> <li><input type="checkbox"/> other</li> </ul>	<p><b>Supportive Learning Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective classroom management strategies</li> <li><input type="checkbox"/> schoolwide behavior standards</li> <li><input type="checkbox"/> attendance policy</li> <li><input type="checkbox"/> cultural awareness and understanding</li> <li><input type="checkbox"/> extended learning opportunities</li> <li><input type="checkbox"/> effective school-parent communication</li> <li><input type="checkbox"/> parent &amp; community engagement</li> <li><input type="checkbox"/> Social &amp; emotional services &amp; supports</li> <li><input type="checkbox"/> physical facilities safe &amp; orderly</li> <li><input type="checkbox"/> other:</li> </ul>
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<p><b>Other</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> master schedule &amp; classroom schedules</li> <li><input type="checkbox"/> perception surveys of teachers, parents, or students</li> <li><input type="checkbox"/> implementation data for specific program or process</li> <li><input type="checkbox"/> administrator and teacher experience &amp; qualifications</li> <li><input type="checkbox"/> policies &amp; procedures facilitate learning</li> <li><input type="checkbox"/> teacher turnover &amp; attendance rates</li> <li><input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc.</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> facilitate development &amp; implementation of school goals</li> <li><input type="checkbox"/> analyze student assessment data</li> <li><input type="checkbox"/> leaders assist staff in understanding &amp; using formative &amp; summative assessment data</li> <li><input type="checkbox"/> leaders monitor delivery of instruction</li> <li><input type="checkbox"/> leaders monitor implementation of school improvement plan</li> <li><input type="checkbox"/> leaders ensure staff trained in MT ELEs</li> <li><input type="checkbox"/> leaders have support from district office or others</li> </ul>
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## Transformation Model

For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Scholastic Review or Correlate Review	
Demographics	
Curriculum	
Instruction	
Assessment	
Supportive Learning Environment	
Professional Development	
Leadership	
Other:	
Other:	
Other:	

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**Briefly describe why the Transformation model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.**

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**B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION**

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					
Graduation Rate					

**B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL**

**TRANSFORMATION MODEL**

*NOTE: Each required activity must be addressed to qualify for funding.*

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

**(i) Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.			
Describe how the district will replace the principal as part of the school’s transformation model.			
In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time.			
What capacity does the district have to replace the principal?			
What barriers exist to replacing the principal and how will these be overcome?			

# LEA School Improvement Grants 1003(g) Application Supplement

## Transformation Model

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.			
Describe the planned evaluation system for teachers.			
Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations.			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers?			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations?			
Describe the planned evaluation system for the principal.			
Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal?			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation?			
What capacity does the district have to implement a new evaluation system for teachers and the principal?			
What barriers exist to implementing this new evaluation system and how will these be overcome?			
Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems.			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.			
Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates.			

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## Transformation Model

Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?
What barriers exist to implementing this new reward and removal system and how will these be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.			
Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)			
How will the professional development be designed with input from school staff?			
What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?			
What barriers exist to implementing these professional development strategies and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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 model.			
Describe the ways in which staff will receive financial incentives for achievement gains at this school.			
Describe the ways in which staff will be provided opportunities for promotion and career growth.			
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.			
How will the district actively seek to retain staff with the skills needed to make achievement gains at this school?			

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## Transformation Model

What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?
What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome?

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

#### (ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)			
Describe any additional compensation that will be provided to attract and retain staff.			
What capacity does the district have to implement new compensation?			
What barriers exist to implementing new compensation and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)			
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			

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## Transformation Model

What barriers exist to implementing mutual consent and how will these be overcome?

### (2) Comprehensive Instructional Reform Strategies

#### (i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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.			
Describe how the district will use data to identify an instructional program that is research-based.			
Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.			
Describe how the district will ensure that the instructional program is aligned with the Montana essential learning expectations.			
What capacity does the district have to identify and implement an aligned research-based instructional program?			
What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?			
What barriers exist to using student data to inform and differentiate instruction?			

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## Transformation Model

### (2) Comprehensive Instructional Reform Strategies

#### (ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.			
Describe how the district will determine that the curriculum is having the intended impact on student achievement.			
Describe how the district will ensure that the curriculum is modified if found to be ineffective.			
What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?			
What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a schoolwide response to instruction/intervention (RTI) model. (optional)			
Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the current status of RTI as well as enhancements/extensions to the model through this application.			
What capacity does the district have to fully implement a schoolwide RTI model?			
What barriers exist to fully implementing RTI and how will these be overcome?			

# LEA School Improvement Grants 1003(g) Application Supplement

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment.			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.			
What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students?			
What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Using and integrating technology-based supports and interventions as part of the instructional process. (optional)			
Describe how the district will integrate technology-based supports and interventions as part of the instructional process.			
What capacity does the district have to integrate technology-based supports and interventions?			
What barriers exist to integrate technology-based supports and interventions and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)			
(1) As applicable, describe how the district will increase 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			

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and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.
(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.
(3) As applicable, describe how the district will 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.
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
What capacity does the district have to implement the above-described strategies?
What barriers exist to implement the above-described strategies and how will these be overcome?

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

**(i) Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects.			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.			
Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.			
What capacity does the district have to establish schedules and strategies that provide increased learning time?			
What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.			
Describe how the district will provide ongoing mechanisms for family and community engagement.			
What capacity does the district have to provide ongoing mechanisms for family and community engagement?			
What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?			

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

#### (ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs. (optional)			
Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students' social, emotional and health needs.			
What capacity does the district have to partner with the organizations or agencies as described above?			
What barriers exist to partnering with organizations and agencies and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.			
What capacity does the district have to extend or restructure the school day?			
What barriers exist to extending or restructuring the school day and how will these be overcome?			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will implement 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.			
What capacity does the district have to implement approaches to improve school climate and discipline?			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)			
Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.			
What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?			
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?			

**(4) Providing Operational Flexibility and support**

**(i). Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.			
What different operational flexibility will the school have in relation to staffing?			
What different operational flexibility will the school have in relation to school calendars and instructional time?			
What different operational flexibility will the school have in relation to budgets?			
What capacity does the district have to grant operational flexibility to the school?			

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What barriers exist to granting operational flexibility to the school and how will those be overcome?			
Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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).			
Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.			
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?			
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?			

**(4) Providing Operational Flexibility and support**

**(ii). Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on			

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student needs and how will those be overcome?

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**Pre-Implementation Activities**

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

\_\_\_\_ Family and Community Engagement:

\_\_\_\_ Rigorous Review of External Providers:

\_\_\_\_ Staffing:

\_\_\_\_ Instructional Programs:

\_\_\_\_ Professional Development and Support:

\_\_\_\_ Preparation for Accountability Measures:

\_\_\_\_ Other:

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## Transformation Model

### C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through August 2011, 2011-2012, 2012-2013, and 2013-2014) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	<b>\$0</b>			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

**LEA School Improvement Grants 1003(g) Application Supplement  
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Other:				
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# LEA School Improvement Grants 1003(g) Application Supplement

## Transformation Model

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other:

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

**District Action Plan For Tier I Schools  
*Transformation Model***

<b>School Name:</b> _____	<b>Tier:</b> <u>I</u>
<b>District:</b> _____	<b>Intervention :</b> _____
<b>Principal's Name:</b> _____	<b>Phone: (406)</b> _____
<b>Principal's Email:</b> _____	<b>Fax: (406)</b> _____

**B.1 ANALYSIS OF SCHOOL'S NEEDS**

**Required Data Analysis:**

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2008-2009, 2009-2010, and 2010-2011 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
<b>2008-2009</b>				
<b>2009-2010</b>				

- Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? \_\_\_\_\_
- Has this school completed any of the **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results.

**Additional Areas to Consider for Data and Need Analysis:** Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enrollment</li> <li><input type="checkbox"/> drop-out Rate</li> <li><input type="checkbox"/> ethnicity</li> <li><input type="checkbox"/> grade level</li> <li><input type="checkbox"/> discipline incidents</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> alignment with MT standards &amp; ELEs</li> <li><input type="checkbox"/> research-based</li> <li><input type="checkbox"/> implemented with fidelity</li> <li><input type="checkbox"/> schedule for review &amp; revision of curriculum</li> <li><input type="checkbox"/> assessment data used to identify gaps</li> <li><input type="checkbox"/> review process to determine if meeting needs of all students</li> </ul>
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# LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective and varied instructional strategies</li> <li><input type="checkbox"/> instruction is aligned to MT ELEs</li> <li><input type="checkbox"/> instruction is differentiated</li> <li><input type="checkbox"/> system for timely &amp; early interventions for low-performing students</li> <li><input type="checkbox"/> teachers communicate high expectations to students</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> aligned with MT standards &amp; ELEs</li> <li><input type="checkbox"/> data from classroom assessments guides instruction</li> <li><input type="checkbox"/> universal screening data for all students</li> <li><input type="checkbox"/> progress Monitoring data</li> <li><input type="checkbox"/> other Formative Assessments</li> <li><input type="checkbox"/> teacher observations</li> <li><input type="checkbox"/> other:</li> </ul>
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<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student achievement data determines pd priorities</li> <li><input type="checkbox"/> professional development is job embedded</li> <li><input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards</li> <li><input type="checkbox"/> teacher evaluation process consistently applied</li> <li><input type="checkbox"/> teachers receive ongoing &amp; systematic feedback to improve instruction</li> <li><input type="checkbox"/> teacher mentoring program</li> <li><input type="checkbox"/> other</li> </ul>	<p><b>Supportive Learning Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective classroom management strategies</li> <li><input type="checkbox"/> schoolwide behavior standards</li> <li><input type="checkbox"/> attendance policy</li> <li><input type="checkbox"/> cultural awareness and understanding</li> <li><input type="checkbox"/> extended learning opportunities</li> <li><input type="checkbox"/> effective school-parent communication</li> <li><input type="checkbox"/> parent &amp; community engagement</li> <li><input type="checkbox"/> Social &amp; emotional services &amp; supports</li> <li><input type="checkbox"/> physical facilities safe &amp; orderly</li> <li><input type="checkbox"/> other:</li> </ul>
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<p><b>Other</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> master schedule &amp; classroom schedules</li> <li><input type="checkbox"/> perception surveys of teachers, parents, or students</li> <li><input type="checkbox"/> implementation data for specific program or process</li> <li><input type="checkbox"/> administrator and teacher experience &amp; qualifications</li> <li><input type="checkbox"/> policies &amp; procedures facilitate learning</li> <li><input type="checkbox"/> teacher turnover &amp; attendance rates</li> <li><input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc.</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> facilitate development &amp; implementation of school goals</li> <li><input type="checkbox"/> analyze student assessment data</li> <li><input type="checkbox"/> leaders assist staff in understanding &amp; using formative &amp; summative assessment data</li> <li><input type="checkbox"/> leaders monitor delivery of instruction</li> <li><input type="checkbox"/> leaders monitor implementation of school improvement plan</li> <li><input type="checkbox"/> leaders ensure staff trained in MT ELEs</li> <li><input type="checkbox"/> leaders have support from district office or others</li> </ul>
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**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

**For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):**

<b>Data Analyzed</b>	<b>Observations (Describe needs determined from data)</b>
CRT data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Scholastic Review or Correlate Review	
Demographics	
Curriculum	
Instruction	
Assessment	
Supportive Learning Environment	
Professional Development	
Leadership	
Other:	
Other:	
Other:	

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

**B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION**

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					
Graduation Rate					

**B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL**

**TRANSFORMATION MODEL**

*NOTE: Each required activity **must** be addressed.*

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

**(i) Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.			
Describe how the district will replace the principal as part of the school’s transformation model.			
In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time.			
What capacity does the district have to replace the principal?			
What barriers exist to replacing the principal and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
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Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.			
Describe the planned evaluation system for teachers.			
Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations.			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers?			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations?			
Describe the planned evaluation system for the principal.			
Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal?			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation?			
What capacity does the district have to implement a new evaluation system for teachers and the principal?			
What barriers exist to implementing this new evaluation system and how will these be overcome?			
Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems.			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
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Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.			
Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates.			
Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.			
What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?			
What barriers exist to implementing this new reward and removal system and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.			
Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)			
How will the professional development be designed with input from school staff?			
What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?			
What barriers exist to implementing these professional development strategies and how will these be overcome?			

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Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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 model.			
Describe the ways in which staff will receive financial incentives for achievement gains at this school.			
Describe the ways in which staff will be provided opportunities for promotion and career growth.			
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.			
How will the district actively seek to retain staff with the skills needed to make achievement gains at this school?			
What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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

**(ii) Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)			
Describe any additional compensation that will be provided to attract and retain staff.			
What capacity does the district have to implement new compensation?			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

What barriers exist to implementing new compensation and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)			
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			
What barriers exist to implementing mutual consent and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

Milestones/Assessment/Evidence:

**(2) Comprehensive Instructional Reform Strategies**

**(i) Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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.			
Describe how the district will use data to identify an instructional program that is research-based.			
Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.			
Describe how the district will ensure that the instructional program is aligned with the Montana essential learning expectations.			
What capacity does the district have to identify and implement an aligned research-based instructional program?			
What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
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<p>What barriers exist to using student data to inform and differentiate instruction?</p> <p>Action Steps/Person responsible for each step/Date each step will be done:</p>
<p>Resources:</p>
<p>Milestones/Assessment/Evidence:</p>

**(2) Comprehensive Instructional Reform Strategies**

**(ii). Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.			
Describe how the district will determine that the curriculum is having the intended impact on student achievement.			
Describe how the district will ensure that the curriculum is modified if found to be ineffective.			
What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?			
What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
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Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a schoolwide response to instruction/intervention (RTI) model. (optional)			
Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the current status of RTI as well as enhancements/extensions to the model through this application.			
What capacity does the district have to fully implement a schoolwide RTI model?			
What barriers exist to fully implementing RTI and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment.			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.			
What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students?			
What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

Milestones/Assessment/Evidence:			
Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Using and integrating technology-based supports and interventions as part of the instructional process. (optional)			
Describe how the district will integrate technology-based supports and interventions as part of the instructional process.			
What capacity does the district have to integrate technology-based supports and interventions?			
What barriers exist to integrate technology-based supports and interventions and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)			
(1) As applicable, describe how the district will increase 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) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.			
(3) As applicable, describe how the district will 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.			
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

What capacity does the district have to implement the above-described strategies?
What barriers exist to implement the above-described strategies and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

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

**(i) Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects.			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.			
Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.			
What capacity does the district have to establish schedules and strategies that provide increased learning time?			
What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.			
Describe how the district will provide ongoing mechanisms for family and community engagement.			
What capacity does the district have to provide ongoing mechanisms for family and community engagement?			
What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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

**(ii) Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students’ social, emotional, and health needs. (optional)			
Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students’ social, emotional and health needs.			
What capacity does the district have to partner with the organizations or agencies as described above?			
What barriers exist to partnering with organizations and agencies and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.			
What capacity does the district have to extend or restructure the school day?			
What barriers exist to extending or restructuring the school day and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will implement 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.			
What capacity does the district have to implement approaches to improve school climate and discipline?			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)			
Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.			
What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?			
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**(4) Providing Operational Flexibility and support**

**(i). Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.			
What different operational flexibility will the school have in relation to staffing?			
What different operational flexibility will the school have in relation to school calendars and instructional time?			
What different operational flexibility will the school have in relation to budgets?			
What capacity does the district have to grant operational flexibility to the school?			
What barriers exist to granting operational flexibility to the school and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(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).			
Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.			
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?			
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**(4) Providing Operational Flexibility and support  
(ii). Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

**LEA School Improvement Grants 1003(g) District Action Plan for Tier I:  
Transformation Model**

**C. BUDGET AND RESOURCES**

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2011-2012, 2012-2013, and 2013-2014) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

# LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this plan::

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other:

**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)  
Assurances and Waivers Signature Page**

**A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.**

The LEA assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I school that the LEA 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 school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I 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 SEA the school-level data required under section III of the final requirements.

**B. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant,**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

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Name & Title of Authorized Representative

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Signature of Authorized Representative

Date

**Individual School Plan For Tier I Schools**  
*Closure Model*

<b>School Name:</b> _____	<b>Tier:</b> _____
<b>District:</b> _____	<b>Intervention :</b> _____
<b>Principal's Name:</b> _____	<b>Phone: (406)</b> _____
<b>Principal's Email:</b> _____	<b>Fax: (406)</b> _____

**B.1 ANALYSIS OF SCHOOL'S NEEDS**

**Required Data Analysis:**

- CRT Data** – Attach the NCLB Report Card Reports for 2008-2009, 2009-2010, and 2010-2011 that show CRT results for this school for all students as well as subgroups
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
<b>2008-2009</b>				
<b>2009-2010</b>				

- Did this school have one or more **Scholastic Review** by an OPI site visitation team? What year(s)? \_\_\_\_\_
- Has this school completed any **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results.

**Additional Areas to Consider for Data and Need Analysis:** Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enrollment</li> <li><input type="checkbox"/> drop-out Rate</li> <li><input type="checkbox"/> ethnicity</li> <li><input type="checkbox"/> grade level</li> <li><input type="checkbox"/> discipline incidents</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> alignment with MT standards &amp; ELEs</li> <li><input type="checkbox"/> research-based</li> <li><input type="checkbox"/> implemented with fidelity</li> <li><input type="checkbox"/> schedule for review &amp; revision of curriculum</li> <li><input type="checkbox"/> assessment data used to identify gaps</li> <li><input type="checkbox"/> review process to determine if meeting needs of all students</li> </ul>
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# LEA School Improvement Grants 1003(g) Application Supplement

## Closure Model

### Instruction

- effective and varied instructional strategies
- instruction is aligned to MT ELEs
- instruction is differentiated
- system for timely & early interventions for low-performing students
- teachers communicate high expectations to students
- other:

### Assessment

- aligned with MT standards & ELEs
- data from classroom assessments guides instruction
- universal screening data for all students
- progress Monitoring data
- other Formative Assessments
- teacher observations
- other:

### Professional Development

- student achievement data determines pd priorities
- professional development is job embedded
- teacher evaluation process is aligned to research-based teacher standards
- teacher evaluation process consistently applied
- teachers receive ongoing & systematic feedback to improve instruction
- teacher mentoring program
- other

### Supportive Learning Environment

- effective classroom management strategies
- schoolwide behavior standards
- attendance policy
- cultural awareness and understanding
- extended learning opportunities
- effective school-parent communication
- parent & community engagement
- Social & emotional services & supports
- physical facilities safe & orderly
- other:

### Other

- master schedule & classroom schedules
- perception surveys of teachers, parents, or students
- implementation data for specific program or process
- administrator and teacher experience & qualifications
- policies & procedures facilitate learning
- teacher turnover & attendance rates
- School improvement plans, Title I plans, grant application plans, etc.
- other:

### Leadership

- facilitate development & implementation of school goals
- analyze student assessment data
- leaders assist staff in understanding & using formative & summative assessment data
- leaders monitor delivery of instruction
- leaders monitor implementation of school improvement plan
- leaders ensure staff trained in MT ELEs
- leaders have support from district office or others

# LEA School Improvement Grants 1003(g) Application Supplement

## Closure Model

For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Scholastic Review or Correlate Review	
Other:	
Other:	
Other:	

Briefly describe why the Closure model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.

### B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (as applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.) **NOTE: ANNUAL GOALS ARE NOT APPLICABLE FOR SCHOOL CLOSURE.**

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	N/A	N/A			
Math	N/A	N/A			

# LEA School Improvement Grants 1003(g) Application Supplement

## Closure Model

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<b>Graduation Rate</b>	<b>N/A</b>	<b>N/A</b>			
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**LEA School Improvement Grants 1003(g) Application Supplement  
Closure Model**

**B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL**

**CLOSURE MODEL**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.			
Describe the process by which the district will close the school.			
In what ways were parents and community members notified and involved in the decision for school closure?			
In what ways will the LEA decide which other schools are in reasonable proximity to the closed school in order to receive its former students?			
In what ways will the LEA decide which of the nearby schools are higher achieving than the closed school?			
How will the LEA assure that all former students are allowed to be enrolled in a new school?			
In what ways will parents be notified of the school closure and of their children’s new school destination?			
What capacity does the district have to close this school?			
What barriers exist to closing the school and how will these be overcome?			

**LEA School Improvement Grants 1003(g) Application Supplement**  
**Closure Model**

**LEA School Improvement Grants 1003(g) Application Supplement**  
**Closure Model**

**Pre-Implementation Activities**

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

\_\_\_\_\_ Family and Community Engagement:

\_\_\_\_\_ Rigorous Review of External Providers:

\_\_\_\_\_ Staffing:

\_\_\_\_\_ Instructional Programs:

\_\_\_\_\_ Professional Development and Support:

\_\_\_\_\_ Preparation for Accountability Measures:

\_\_\_\_\_ Other:

**LEA School Improvement Grants 1003(g) Application Supplement  
Closure Model**

**C. BUDGET AND RESOURCES**

Indicate in the chart below the resources to be allocated to support the school for the current school year and for 2011-2012 that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation and 2011-2012) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

# LEA School Improvement Grants 1003(g) Application Supplement

## Closure Model

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

<b>Other Resource</b>	<b>Describe how it aligns with and enhances intervention</b>

**LEA School Improvement Grants 1003(g) Funding Supplement  
Restart Model**

**Individual School Plan For Tier I Schools  
Restart Model**

<b>School Name:</b> _____	<b>Tier:</b> _____
<b>District:</b> _____	<b>Intervention :</b> _____
<b>Principal's Name:</b> _____	<b>Phone: (406)</b> _____
<b>Principal's Email:</b> _____	<b>Fax: (406)</b> _____

**B.1 ANALYSIS OF SCHOOL'S NEEDS**

**Required Data Analysis:**

- CRT Data** – Attach the NCLB Report Card Reports for 2008-2009, 2009-2010, and 2010-2011 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
<b>2008-2009</b>				
<b>2009-2010</b>				

- Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? \_\_\_\_\_
- Has this school completed any **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results.

**Additional Areas to Consider for Data and Need Analysis:** Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enrollment</li> <li><input type="checkbox"/> drop-out Rate</li> <li><input type="checkbox"/> ethnicity</li> <li><input type="checkbox"/> grade level</li> <li><input type="checkbox"/> discipline incidents</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> alignment with MT standards &amp; ELEs</li> <li><input type="checkbox"/> research-based</li> <li><input type="checkbox"/> implemented with fidelity</li> <li><input type="checkbox"/> schedule for review &amp; revision of curriculum</li> <li><input type="checkbox"/> assessment data used to identify gaps</li> <li><input type="checkbox"/> review process to determine if meeting needs of all students</li> </ul>
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# LEA School Improvement Grants 1003(g) Funding Supplement

## Restart Model

### Instruction

- effective and varied instructional strategies
- instruction is aligned to MT ELEs
- instruction is differentiated
- system for timely & early interventions for low-performing students
- teachers communicate high expectations to students
- other:

### Assessment

- aligned with MT standards & ELEs
- data from classroom assessments guides instruction
- universal screening data for all students
- progress Monitoring data
- other Formative Assessments
- teacher observations
- other:

### Professional Development

- student achievement data determines pd priorities
- professional development is job embedded
- teacher evaluation process is aligned to research-based teacher standards
- teacher evaluation process consistently applied
- teachers receive ongoing & systematic feedback to improve instruction
- teacher mentoring program
- other

### Supportive Learning Environment

- effective classroom management strategies
- schoolwide behavior standards
- attendance policy
- cultural awareness and understanding
- extended learning opportunities
- effective school-parent communication
- parent & community engagement
- Social & emotional services & supports
- physical facilities safe & orderly
- other:

### Other

- master schedule & classroom schedules
- perception surveys of teachers, parents, or students
- implementation data for specific program or process
- administrator and teacher experience & qualifications
- policies & procedures facilitate learning
- teacher turnover & attendance rates
- School improvement plans, Title I plans, grant application plans, etc.
- other:

### Leadership

- facilitate development & implementation of school goals
- analyze student assessment data
- leaders assist staff in understanding & using formative & summative assessment data
- leaders monitor delivery of instruction
- leaders monitor implementation of school improvement plan
- leaders ensure staff trained in MT ELEs
- leaders have support from district office or others

# LEA School Improvement Grants 1003(g) Funding Supplement

## Restart Model

For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Scholastic Review or Correlate Review	
Other:	
Other:	
Other:	

Briefly describe why the Restart model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.

## B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					

**LEA School Improvement Grants 1003(g) Funding Supplement**

**Restart Model**

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<b>Graduation Rate</b>					
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**B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL**

**RESTART MODEL**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
LEA converts a school or closes and reopens under a charter school operator in accordance with Montana Board of Public Education in ARM 10.55.604 (charter school criteria in the Standards of Accreditation).			
How will the LEA engage in a rigorous process to verify the capacity of the charter school operator to provide services that reflect what is required at this school?			
How will the LEA require a prospective operator to demonstrate that its strategies are research-based?			
How will the LEA require a prospective operator to demonstrate that its curriculum, instruction, and assessment are aligned with Montana’s essential learning expectations?			
How will the LEA require a prospective operator to demonstrate a healthy fiscal history?			
How will the LEA require a prospective operator to demonstrate that it has provided realistic detailed budget estimates for operating the school and implementing the school improvement services?			
How will the LEA require a prospective operator to insure that its instructional programs will be secular, neutral, and non-ideological?			
How will the LEA develop a set of non-negotiable performance-based benchmarks to serve as the basis for holding the charter school operator accountable for meeting the final requirements for SIG fund expenditures?			
In what ways will the LEA ensure that the charter school operator is provided autonomy and flexibility to enact school improvement activities and to administer the entire school program?			
How will the LEA assure that all former students are allowed to be enrolled in the school that has selected the restart model?			
What capacity does the district have to implement the restart model in the school?			
What barriers does the LEA anticipate will occur in restarting the school and what steps will the LEA take to overcome these barriers?			

**Restart Model**

**LEA School Improvement Grants 1003(g) Application Supplement  
Restart Model**

**Pre-Implementation Activities**

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

\_\_\_\_\_ Family and Community Engagement:

\_\_\_\_\_ Rigorous Review of External Providers:

\_\_\_\_\_ Staffing:

\_\_\_\_\_ Instructional Programs:

\_\_\_\_\_ Professional Development and Support:

\_\_\_\_\_ Preparation for Accountability Measures:

\_\_\_\_\_ Other:

**LEA School Improvement Grants 1003(g) Funding Supplement**  
**Restart Model**

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# LEA School Improvement Grants 1003(g) Funding Supplement

## Restart Model

### C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through August 2011, 2011-2012, 2012-2013, and 2013-2014) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	<b>\$0</b>			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

**LEA School Improvement Grants 1003(g) Funding Supplement  
Restart Model**

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Other:				
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# LEA School Improvement Grants 1003(g) Funding Supplement

## Restart Model

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other:

**Montana OPI**

**Pre-Implementation BUDGET DETAIL**

**Applicant Name:** \_\_\_\_\_

**Legal Entity:** \_\_\_\_\_

**Application Year:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

Total Allocation Available for Budgeting \$ \_\_\_\_\_

<b>Purpose Category</b>	<b>100 Personal Service- Salaries</b>	<b>200 Employee Benefits</b>	<b>300 Purchased Professional &amp; Technical</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies</b>	<b>700 Property &amp; Equipment</b>	<b>800 Other Objects</b>	<b>Total Funds</b>
Instruction									
Support Services									
Parental/Family Involvement									
Professional Development									
Administration									
Pupil Transportation									
School & Community Support									
Facilities									
<b>Sub Totals</b>									

<b>Staff Paid by SIG Funds</b>	<b>Full-Time Equivalents (FTEs)</b>
<b>Job Classification</b>	
Administrators (nonclerical)	
Teachers	
Instructional Paraprofessionals	
Staff providing support service (non-clerical)	
Staff providing support services (clerical)	
<b>Sub Totals</b>	

(A) Total Allocation Available for Budgeting \$ \_\_\_\_\_

(B) Budgeted Property & Equipment Cost (Object 700) \$ \_\_\_\_\_

(C) Allowable Direct Costs (A-B) \$ \_\_\_\_\_

(D) Indirect Cost Rate % \_\_\_\_\_

(E) Maximum Indirect Cost (C\*D/1+D)) \$ \_\_\_\_\_

(F) Total budgeted above \$ \_\_\_\_\_

(G) Budgeted Indirect Cost \$ \_\_\_\_\_

(H) Total budget (F+G) \$ \_\_\_\_\_

Allocation Remaining \$ \_\_\_\_\_

# Memorandum of Understanding

This Memorandum of Understanding (MOU) entered into this \_\_\_ day of \_\_\_\_\_, 2010, by and between the Board of Trustees, \_\_\_\_\_ Public Schools, hereinafter called the “Board” or “District” and the \_\_\_\_\_ Association, hereinafter called the “Association” or “\_\_\_\_\_.”

The MOU shall define the terms and conditions set forth using School Improvement Grant (SIG) dollars as determined by the Office of Public Instruction (OPI). The MOU will supersede any related contractual language contained in the Collective Bargaining Agreement between the Association and the District.

This MOU shall sunset on June 30, 2013.

## **I. LABOR/MANAGEMENT LEADERSHIP TEAMS**

1. A SIG Labor/Management Leadership Team shall be established. The Leadership Team will make all decisions and resolve all issues related to the SIG guidelines that encompass labor issues and working conditions.
2. The District shall appoint four members and the Association shall appoint four members to the Labor/Management Leadership Team.
3. The Labor/Management Team shall develop group and/or individual rewards for teachers that may be earned by demonstrated classroom or school-wide improvement in student achievement, school attendance, and/or high school graduation rates. These rewards shall be established by December 31, 2010.

## **II. PROFESSIONAL COMPENSATION**

Teachers shall be paid their pro-rated salary (# of contracted days divided by # of contracted hours in a day) for any time worked beyond the contractual day or year. This shall include, but not be limited to, a longer work day, additional staff planning time before or after school, training, in-service, planning and work done during the summer, and other duties as required to meet the standards established by the SIG guidelines.

## **III. PROFESSIONAL DEVELOPMENT**

All three Pupil-Instruction-Related (PIR) days dedicated to in-service and training meet the SIG guidelines. All teaching staff shall attend the two PIR days in October dedicated to state meetings of teacher organizations as outlined in 20-1-304 MCA. Teachers who attend shall be reimbursed for mileage and hotel accommodations. These conditions shall be a part of the District’s PIR day plan.

#### **IV. TEACHER EVALUATION**

1. Evaluator/Evaluation Instrument
  - 1.1 An outside evaluator shall be mutually agreed upon by the Labor/Management Leadership Teams. All evaluators shall receive the appropriate training as defined by the SIG guidelines.
  - 1.2 An evaluation instrument shall be mutually developed and agreed upon by a representative task force established consisting of ten individuals, one management and one labor from each affected school system. The evaluation instrument shall be completed by September 30, 2010. No evaluations shall take place in the District before the evaluation instrument is developed.
2. Pre-evaluation Conference/Prior Notice of Evaluation Procedures

Teachers will be advised as to the evaluative procedures provided for by this Agreement. A pre-evaluation conference shall be held between the teacher and the evaluator so that the evaluator can be apprised of the teacher's objectives, methods, and materials planned for the situation to be observed.
3. Evaluation and Conditions of Observation
  - 3.1 Evaluation of teacher performance shall be both “Announced” and “Unannounced”. Both shall be based on direct observations. All monitoring or observation of the teacher's activities shall be conducted openly and with the teacher's full knowledge and awareness.
  - 3.2. The evaluator shall provide advance notice to observe and evaluate the teacher. Announced Observations shall consist of the Pre-observation Form and conference with the evaluator, an observation by the evaluator at an agreed upon date and time, using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.
  - 3.3 Unannounced Observations shall consist of an observation by the evaluator at a date and time that has not been previously arranged using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance. There shall be no “walkthroughs” used in the evaluation process.

4. Evaluation Components & Evaluation Criteria

Teachers shall only be evaluated in their areas of licensed endorsement.

5. Appraisal Components and Appraisal Criteria

5.1 The following five (5) Appraisal Components, including any Appraisal Criteria specified for each, shall be the basis upon which the performance of a teacher shall be evaluated by a credentialed evaluator:

5.1.1 Planning and Preparation

5.1.1.1 Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the Montana content standards and the district curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

5.1.1.2 Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.

5.1.1.3 Demonstrating Knowledge of Content and Pedagogy: Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.

5.1.1.4 Demonstrating Knowledge of Students: Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.

5.1.2 Classroom Environment

5.1.2.1 Managing Classroom Procedures: Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.

5.1.2.2 Managing Student Behavior: Teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

5.1.2.3 Creating an Environment to Support Learning: Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

5.1.2.4 Organizing Physical Space: Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

### 5.1.3 Instruction

5.1.3.1 Engaging Students in Learning: Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

5.1.3.2 Demonstrating Flexibility and Responsiveness: Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

5.1.3.3 Communicating Clearly and Accurately: Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.

5.1.3.4 Using Questioning and Discussion Techniques: Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

### 5.1.4 Professional Responsibilities

5.1.4.1 Communicating with Families: Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two way communication with families about student progress, behavior, and personal needs or concerns.

5.1.4.2 Developing a Student Record System: Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

5.1.4.3 Growing and Developing Professionally: Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district, or students.

5.1.4.4 Reflecting on Professional Practice: Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

5.1.5 Student Improvement

5.1.5.1 Measuring Student Improvement: Teacher demonstrates appropriate levels of Student Growth as benchmarked against standards to be set by local teachers and administrators in collaboration with the OPI Instructional Leaders. Student Growth means the change in achievement data for an individual student between two or more points in time. Assessments of student growth must include data from the Montana CRT, where applicable, and may include other measures such as performance assessment, curriculum-based assessments, and other measures, including those outlined in the SIG regulations, that are rigorous and comparable across classrooms. No student, whose attendance in each class is less than 80 percent shall be included in the measures or assessments for growth.

6. Post Report and Conference

6.1 The evaluator shall reduce all observations to writing and incorporate the same into a preliminary evaluation report. A copy of this preliminary report shall be provided to the teacher within two (2) days of each observation.

6.2 Within five (5) days of providing the teacher with a copy of the preliminary report noted above, a conference between the evaluator and the teacher shall be conducted during the ordinary work day to discuss the observation(s) and preliminary evaluation report.

6.3 It is understood that this post-observation conference shall not be used as a formal meeting to warn, reprimand, or discipline a teacher.

6.4 The evaluator shall prepare a final evaluation report within five (5) days of the post observation conference. This final evaluation report shall be in writing and a copy of this report shall immediately be provided to the teacher.

7. Number of Observations and Evaluations

- 7.1 Evaluation will continue regularly throughout the teacher's service. Non-tenured teachers shall be observed in the performance of their work assignments for the purpose of evaluation at least twice yearly. The first observation and evaluation shall be made by December 1 and the second shall be made before March 1. Tenured teachers shall be evaluated at least once a year and the observation and evaluation shall be completed before March 1.
- 7.2 No teacher shall be evaluated on professional performance except after fair and reasonable observation(s) of the work of the teacher by the evaluator. If after such observation(s) the evaluator finds the teacher significantly deficient in professional performance, three additional observations of a full class period each or a minimum of three uninterrupted one-hour observations, shall be conducted before the end of the school year.

8. Notice of the Replies to Reports

- 8.1 All observations and evaluations shall be signed by the teacher to signify having seen and read it prior to being placed in the teacher's personnel file. No such reports shall be maintained unless they are disclosed to the teacher and included in said teacher's personnel file.
- 8.2 After receiving any observation or evaluation, the teacher may submit signed comments regarding the report which shall be attached to the report in that teacher's personnel file and considered with the report.
- 8.3 Any complaint regarding a teacher made by any parent, student, or other person which may be used in any manner in evaluating a teacher shall be reduced to writing and signed by the complainant. Thereafter the complaint shall be promptly investigated and called to the attention of the teacher and the teacher shall be given an opportunity to respond to and/or rebut such complaint.

9. Improvement of Professional Performance

- 9.1 If the evaluator finds that the teacher has not met the levels of expectation, the reasons therefore shall be set forth in specific terms. An identification of the specific ways in which the teacher is to improve and the types of assistance that shall be provided will also be specified.
- 9.2 Should deficiencies be recorded in the work performance of a teacher, the Evaluator shall provide the teacher with specific, reasonable, written recommendations for improvement and with definite, positive assistance

including necessary time during the ordinary work day, material resources, and consultant services to implement the recommendations.

10. Open Personnel Files

10.1 No material derogatory to a teacher's conduct, service, character, or personality shall be placed in the file unless it is signed by the author, and unless the teacher has had an opportunity to read the material and respond to it. Any derogatory material not shown to a teacher within ten (10) days after receipt or composition shall not be used by the Board as evidence in any grievance or used in any disciplinary action against such teacher. All information forming the basis for any reprimand, warning, discipline, or adverse effect, shall be limited to matters and events occurring during the current school year. No derogatory material shall remain in the file for more than one year.

10.2 Access to personnel files shall be limited to the Board, and administration, and to the teachers to whom the files refer. Teachers shall have the right, upon request, to review the contents of their personnel files and to receive without cost a copy of any documents contained therein. No secret personnel file shall be kept by the Board or administration. A separate file for processed grievances shall be kept apart from the teacher's personnel file.

A Union representative, at the teacher's request, may be present in this review. Upon request by the teacher, the superintendent or official designee shall sign an inventory sheet to verify the contents of the personnel file at the time of inspection by said teacher.

**V. EMPLOYMENT STATUS OF TEACHERS**

1. Considerations Prior to Termination/Non-Renewal

Prerequisite to the consideration of termination/non-renewal of a teacher's services, the following steps will have been taken:

1.1 The teacher has been observed and written evaluation reports have been made in accordance with of this Agreement.

1.2 These observation and evaluation reports have been made by competent evaluators who shared the reports with the person being evaluated. Every effort was made by the evaluator to point out specific weaknesses, if any existed, and to assist the teacher in overcoming such deficiencies. A report of such deficiencies will include the following:

- (a) a precise definition of the problem in terms of professional deficiency;
- (b) a precise set of expectations delineating what level of performance would constitute acceptable performance in the problem areas defined;
- (c) a prescription for remediation which spells out courses of action and time-expectations so the teacher involved can reach an acceptable level of performance; and
- (d) a prescription for assistance by the evaluator which spells out courses of action whereby the teacher will be assisted, counseled, and tutored in improving the level of performance to an acceptable level.

1.3 Any incident or situation that arose during the current school year that could possibly be cited as a reason for termination/non-renewal of a teacher's services was discussed promptly with the teacher.

2. Notice of Termination/Non-Renewal

Every teacher being terminated/non-renewed shall be entitled to all rights under the law and this Agreement.

**IN WITNESS WHEREOF**, the parties hereunto set their hands and seals this \_\_\_\_ day of  
\_\_\_\_ 2010.

\_\_\_\_ **ASSOCIATION**

**THE BOARD OF TRUSTEES,**  
\_\_\_\_ **SCHOOL DISTRICT**

BY \_\_\_\_\_  
President

BY \_\_\_\_\_  
Chairperson

**School Improvement Grant Implementation Agreement  
Montana Office of Public Instruction (OPI) and  
Lodge Grass Elementary School District No. 27/Lodge Grass High  
School District No. 2 (Lodge Grass Public Schools),  
Big Horn County, Montana**

**Due Date: June 2, 2010**

*Important Note: This is a public document. This document spells out details about the School Improvement Grant or “SIG” for the Lodge Grass Public Schools. If anyone one has questions about the School Improvement Grant, please call the District Office or OPI at 406-444-4420. This document is contingent upon approval of the state’s SIG application by the U.S. Department of Education and is subject to amendments as may be required by that federal agency.*

This School Improvement Grant Implementation Agreement (the Agreement) is made effective the     day of     2010, by and between the Montana Office of Public Instruction, P O Box 202501, Helena MT 59620-2501, and Lodge Grass Public Schools, Big Horn, County, Montana, 124 N. St. George, Montana 59050-0559 (the District).

**INTRODUCTION**

A. The Office of Public Instruction (OPI) is the Montana state education agency. The District is a public school district created and governed pursuant to Montana law and is referred to herein as the District.

B. The Board of Trustees (the Board) of the District and OPI recognize that the continuous improvement of our education system is necessary to prepare our students for the future. The Board and OPI are committed to the belief that each and every child should have the opportunity to learn and to reach their highest potential. This Agreement and the program it describes is an effort to help the District provide the educational opportunity our children deserve and need.

C. A School Improvement Grant or “SIG” is a grant of funds from the United States

government to improve the District's eligible schools and to improve the education available to the District's students in those schools. Specifically, SIG funds are available to some local districts for use in Title I schools identified for improvement, corrective action or restructuring 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. SIG funds are appropriated by the United States Congress and are administered by the United States Department of Education.

D. The purpose of this Agreement is to establish a framework for collaboration between the District and OPI, as well as to articulate the roles and responsibilities in support of the District's and OPI's efforts to implement the School Improvement Grant.

### **AGREEMENT**

To improve the educational opportunities of the District's students, the parties agree as follows:

#### **1. Program**

**a. Program Definition.** As used in this Agreement, "Program" refers to the District's and OPI's work intended to strengthen the capacity of the District to educate its students through and with tools and strategies provided through a School Improvement Grant, as authorized in Title I, Part A, Section 1003(g) the Elementary and Secondary Education Act (ESEA), as amended, [20 U.S.C. § 6303\(g\)](#), and as further defined herein and in the attached Exhibit A.

**b. Application for SIG Funds.** The District understands that it may submit its own application for a School Improvement Grant on a form to be provided by the OPI to the OPI instead of having OPI provide services to the District to assist it in implementing the Program. In lieu of its own application, the District enters into this Agreement.

**c. Selection of Transformation Model.** The District understands that SIG funds may be used to implement one of four rigorous school intervention models – turnaround model, restart model, school closure, and transformation model. In collaboration with OPI, the District considered the strengths and weaknesses of each model and believes that the transformation model is in the District's best interests. The District, therefore, expressly selects to implement

the transformation model.

**d. Program Implementation.** The OPI and District agree to participate in a mutual collaborative effort to implement the Program as defined herein, and a District Action Plan that will further detail the specifics of the Program Implementation Plan. The parties acknowledge that failure of the district to adequately address the Program's **Transformation Model Required Elements**, detailed in Attachment A, by written agreement between the local union and the District by **June 2, 2010** may disqualify the District from participation in the Program and will render this agreement null and void. MEA/MFT's proposed Memorandum of Understanding (MOU) will be used as the model and basis for discussion between the District and local union.

**e. Compliance with State and Federal Law.** The District represents to OPI, its students, its staff, its parents, and its community members that it will implement the Program pursuant to the federal and state laws governing the operation of the District, including without limitation the laws governing student rights and responsibilities, public meetings, and public employment. Nothing in this Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded District employees under federal or state laws and District policies or under the terms of a collective bargaining agreement, memoranda of understanding, or other agreements.

**2. Reference Documents.** This Agreement references and includes the following documents:

- a. The District's Title I School Improvement Grants 2010-2013 Pre-Application, as submitted to the OPI in March 2010;
- b. The United States Department of Education's interim final regulations for School Improvement Grants, 75 FR 3375 (January 21, 2010);
- c. The United States Department of Education's "School Improvement Grants Application," January 2010;
- d. The United States Department of Education's letter to Chief State School Officers concerning SIG and the attached "Overview of the SIG Interim Final Requirements," dated January 15, 2010;

- e. The United States Department of Education’s “Guidance on School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act of 1965,” January 20, 2010;
- f. The United States Department of Education’s Addendum to the SIG FAQs, revised 2-2-1010;
- g. The United States Department of Education’s Addendum to the SIG FAQs, revised 3-26-2010;
- h. The United States Department of Education’s “Frequently Asked Questions for Local Education Agencies on School Improvement Grants,” March 24, 2010; and
- i. The Center on Innovation and Improvement’s “Toolkit for Implementing the School Improvement Grant; Transformation Model,” April 9, 2010.

### **3. OPI Recourse for District Non-Performance.**

The OPI and District wish the SIG to bring about positive changes for the District and its students. The District understands that there are consequences if the District does not follow the SIG regulations or the terms of this Agreement. The OPI does not wish to impose negative consequences; however, the District understands that the OPI must follow federal regulations governing SIG. If the OPI determines that the District is not meeting its goals, timelines, or annual targets or is not fulfilling other applicable requirements, the OPI will take appropriate enforcement action, which could include additional collaboration between the OPI and the District, temporarily withholding reimbursement of funds, disallowing costs, or any other enforcement measures provided for in law.

**4. Term and Termination.** This Agreement shall be effective beginning with the date of the last signature of the District and OPI and terminates upon the expiration of the grant project period. The agreement may be terminated prior to the end of the grant period upon mutual agreement of the parties, or by either party upon sixty (60) days written notice to the other party. Any such termination of the Agreement is without prejudice to any obligations or liabilities of either party already accrued prior to such termination.

**5. Educational Records.** Both parties recognize that they are bound to comply with the

Family Education Rights and Privacy Act and applicable Montana law in the handling of educational records of students participating in the program.

**6. Indemnification and Hold Harmless.** Each party agrees to defend, indemnify, and hold harmless, the other party and its directors, officers, employees, and agents against any claims, losses, damages, costs, expenses, or liabilities: (a) resulting from negligence or willful acts or omissions of the indemnifying party, its directors, officers, employees, and agents; or (b) arising out of or related to the performance or nonperformance of the indemnifying party pursuant to this Agreement.

**7. Assignment:** Except as otherwise provided for herein, the OPI and the District agree not to assign this Agreement or any part thereof without the prior consent of the other.

**8. Extension and Modification:** The parties hereto may extend or otherwise modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement. Such modifications must be executed by the parties signing the original agreement.

**9. Severability:** In the event any provision of this Agreement is declared or determined to be unlawful, invalid or unconstitutional, such declaration shall not affect, in any manner, the legality of the remaining provisions of this Agreement. Each provision of this Agreement will be and is deemed to be separate and severable from each other provision.

**10. Governing Law and Venue:** This agreement shall be governed by the laws of the State of Montana and the laws of the United States, as applicable. Except as otherwise provided for in law, this Agreement does not create remedies different from or in addition to the remedies provided by state or federal law. Specifically, this Agreement does not create a private right of action for an individual who believes that he or she is aggrieved by the creation, implementation, or perceived breach of this Agreement. The parties agree that any litigation concerning this Agreement, must be brought in the First Judicial District in and for the County of Lewis and Clark, Montana, and each party shall pay its own costs and attorney fees. See Mont. Code Ann. §18-1-401.

**11. Notices:** Any notice which either party may or is required to give, shall be given by mailing the same, postage prepaid, to the addresses listed above.

**12. Relationship between OPI and the District.** This Agreement does not grant to OPI any authority over the District, its Board, its employees, or its students that is not currently recognized in Montana law. This Agreement is not intended to create nor shall be construed to create any relationship between OPI and the District other than that of independent entities contracting for the purpose of effecting the provisions of this Agreement. Further, the parties agree that the employees of the District shall not be deemed employees of OPI and the employees of OPI shall not be deemed employees of the District for any purpose, including without limitation compensation or fringe benefits, workers' compensation, unemployment compensation, or minimum wage laws. The District will, however, afford OPI a consultative, non-voting role in all hiring decisions in which the OPI wishes to exercise an opinion.

**13. Legal Review:** The parties acknowledge that they have had the opportunity to review and consult with an attorney representing their interests regarding the content of this agreement.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed on the latest date noted below.

**Montana Office of Public Instruction**

**Lodge Grass Public Schools, Big Horn County**

By: \_\_\_\_\_

By: \_\_\_\_\_

Denise Juneau, State Superintendent of Public Instruction

Its Board Chair

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

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

By: \_\_\_\_\_

Its Superintendent

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

**Exhibit A**  
**Program Implementation Plan**

It is the OPI's and the District's intent in this Agreement to meet the purposes, objectives, and requirements of the Title I School Improvement Grant authorized by Congress and regulated by the U.S. Department of Education. A District Action Plan that further details the specifics of Exhibit A, the Program Implementation Plan, will be developed in collaboration between the OPI and the District. A Stakeholders Leadership Team will be established to work with OPI to develop the District Action Plan.

The District restates its agreement with the OPI's assessment that the District does not have the capacity to fully and effectively implement a reform model in its Tier I schools (as that term is defined in the final interim regulations) and restates its request and approval of the OPI to provide SIG services directly to the District for its Tier I and Tier III schools. The District also restates its agreement that the OPI will control all SIG funding and all related activities for the duration of the SIG, including supervision of grant activities and evaluation of progress, pursuant to the SIG governing law and the terms of this Agreement. These are restatements of the District's representations in its SIG Pre-Application submitted to the OPI in March 2010.

The District and the OPI agree that the Program implementation for Tier I schools will include, but is not limited to, the following items or elements. These elements may also be included, but are not required, in Tier III schools that are served.

<b>Transformation Model Required Elements</b>	<b>Primary Responsibility of:</b>	<b>Timeline Notes</b>
Developing Teacher and Leader Effectiveness		
Replacing the principal (unless the principal was hired as part of a reform effort in the last two years)	The District, pursuant to Montana law, using district funds	By mid-August, 2010
Using rigorous, transparent, and equitable	The District and the	May 2010 through

	<p>evaluation systems for teachers and principals (as defined in the final interim regulations)</p>	<p>OPI recognize that SIG requires the District to implement a rigorous staff evaluation and development system. The District is committed to doing so and to that end will implement an evaluation system for teachers agreed to with the local union. The District will also implement an evaluation for principals as recommended by OPI.</p>	<p>September 2010 for development; September 2010 for implementation</p>
	<p>Identifying and rewarding 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>The District, pursuant to Montana law, and in accordance with their collective bargaining agreement and MOU with the local union, with consultation from the OPI and SIG funding from the OPI</p>	<p>Planning and initial evaluation cycle in September 2010 through December 2010; Implementation in January 2011</p>
	<p>Providing on-going, high-quality, job-embedded professional development</p>	<p>The District and the OPI using SIG funds in accordance with the District Action Plan</p>	<p>Summer 2010 and on going</p>
	<p>Implementing 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</p>	<p>The District, pursuant to Montana law, with consultation from the OPI and SIG funding from the OPI</p>	<p>Planning in September 2010 through December 2010; Implementation in January 2011</p>
	<p>Comprehensive instructional reform strategies</p>		
	<p>Using data to identify and implement instructional programs that are research based and vertically aligned from one</p>	<p>OPI will provide a local, on-site instructional and</p>	<p>Initial work in May 2010 and on going</p>

grade to the next as well as aligned with State academic standards	assessment position supported with SIG funds. OPI uses data, researches programs, and guides implementation using SIG funds to provide specific and ongoing reading/language arts and math interventions.	
Promoting 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	OPI selects and with the District implements formative and interim assessment to guide instructional decisions.	August 2010 and on going
Increasing learning time and creating community-oriented schools		
Establishing schedules and strategies that provide increased learning time (as defined in the final interim regulations)	The District will initiate new scheduling and strategies to increase learning time based on models and research provided by OPI. The District will do so in accordance with their MOU with the local union.	Planning from May through July 2010; Implementation August 2010.
Providing on-going mechanisms for family and community engagement	OPI will provide a local on-site community liaison position supported with SIG funds to work with existing District staff.	August 2010 and on going
Providing operational flexibility and sustained support		
Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	The OPI and District, through on-going collaboration supported by SIG funding provided by the OPI, as outlined in the District Action Plan.	August 2010 and on going

	<p>Ensure that the school receives on-going, intensive technical assistance and related support from the District, OPI, or a designated external lead partner organization</p>	<p>OPI will provide a local on-site school improvement leader position supported with SIG funds. The OPI and District will collaborate to provide intensive technical assistance and related support with SIG funding provided by the OPI.</p>	<p>August 2010 and on going</p>

## 02 Big Horn County

Lodge Grass Public Schls (SS: 0218) - | System  
 PO Box 810  
 Lodge Grass, MT 59050-0559  
 administrator@lodgegrass.k12.mt.us

	Phone / Extension	FAX	Grades Served	2009-2010 Enrollment
Superintendent <b>Victoria Falls Down</b> E-mail: morningfd@hotmail.com	639-2304	639-2388		
District Clerk <b>Dick Reich</b> E-mail: dick@lodgegrass.k12.mt.us	639-2304	639-2388		
Chairperson <b>Henry Speelman</b> <i>2 districts</i>	639-2304	639-2388		
<b>Lodge Grass Elem (LE: 0025) District No. 27</b>				
<i>Tier III sy 10-11</i> Lodge Grass School (Sc: 0039) <i>Tier I sy 11-12</i> Principal Kenneth Deputee	(406) 639-2333	(406) 639-2375	PK-6	144
<i>Tier III sy 10-11</i> Lodge Grass 7-8 (Sc: 1669) <i>Tier I sy 11-12</i> Principal John Small	(406) 639-2333	(406) 639-2388	7-8	46
<b>Lodge Grass HS (LE: 1190) District No. 2</b>				
<i>New</i> Lodge Grass High School (Sc: 0040) <i>Tier I sy 10-11</i> Principal <del>John Small</del> <b>Jeff Ralston</b>	(406) 639-2385	(406) 639-2066	9-12	117
<b>Lodge Grass Public Schls Total Enrollment:</b>				<b>307</b>

Pryor Public Schools (SS: 0214) - | System  
 Box 229  
 Pryor, MT 59066

	Phone / Extension	FAX	Grades Served	2009-2010 Enrollment
Superintendent <b>Jeff Walker</b> E-mail: jwalker@pryor.k12.mt.us	259-7329	245-8938		
District Clerk <b>Mona Big Day</b> E-mail: mbigday@pryor.k12.mt.us	259-7329 x1	245-8938		
Chairperson <b>Roland Plainfeather</b>	252-5270	245-8938		
<i>2 districts</i>				
<b>Pryor Elem (LE: 0021) District No. 2</b>				
Pryor 7-8 (Sc: 1668) <i>Tier I sy 10-11</i> Principal Sharon Stands	(406) 259-7329	(406) 245-8938	7-8	13
Pryor Elem School (Sc: 0027) <i>Tier I sy 10-11</i> Principal Jeff Walker	(406) 259-8011	(406) 252-9197	PK-6	36
<b>Plenty Coups HS (LE: 1214) District No. 3</b>				
Plenty Coups High School (Sc: 1553) Principal Sharon Stands <i>Tier I sy 10-11</i>	(406) 259-7329	(406) 245-8938	9-12	37
<b>Pryor Public Schools Total Enrollment:</b>				<b>86</b>

44 Rosebud County

Lame Deer Public Schools (SS: 0867) - 1 System  
 Box 96  
 Lame Deer, MT 59043  
 lanarobinson@lamedeer.k12.mt.us

Superintendent **Bryan Kott** Phone / Extension: 477-6305 x1003 FAX: 477-6535  
 E-mail: bryankott@lamedeer.k12.mt.us  
 District Clerk **Lana Robinson** Phone / Extension: 477-6305 x1005 FAX: 477-6535  
 E-mail: lanarobinson@lamedeer.k12.mt.us  
 Chairperson **Bertha Other Bull** Phone / Extension: 477-8179

2 districts

	Phone / Ext	FAX	Grades Served	2009-2010 Enrollment
<b>Lame Deer Elem (LE: 0792) District No. 6</b>	101 West Boundary St Lame Deer 59043			
<i>Tier II sy 10-11</i> Lame Deer School (Sc: 1035) Principal Craig Brandow	(406) 477-6305 x342 103 W Boundary St	(406) 477-8234	PK-6	347
<i>Tier III sy 10-11</i> Lame Deer 7-8 (Sc: 1626) Principal Frank No Runner	(406) 477-8900 x226 3 Mi. S. of Lame Deer	(406) 477-8906	7-8	68
<b>Lame Deer HS (LE: 1230) District No. 6</b>	101 West Boundary St Lame Deer 59043			
Lame Deer High School (Sc: 1816) Principal Frank No Runner	(406) 477-8900 x226 3 Mi South of Lame Deer	(406) 477-8906	9-12	141
<b>Lame Deer Public Schools Total Enrollment:</b>				<b>556</b>

# 53 Valley County

Frazer Public Schools (SS: 0976) - 1 System  
 PO Box 488  
 Frazer, MT 59225

Superintendent **Larry Parker**  
 E-mail: lparker@nemont.net  
 District Clerk **Harold Blount**  
 E-mail: hdeanb@nemont.net  
 Chairperson **Rita Talks Different**

*2 districts*

**Frazer Elem (LE: 0927)  
 District No. 2**

*Tier III  
 both years*  
 Frazer 7-8 (Sc: 1783)  
 Principal Larry Parker

*Tier III  
 both years*  
 Frazer Elementary (Sc: 1205)  
 Principal Larry Parker

**Frazer HS (LE: 0928)  
 District No. 2B**

*Tier I  
 Sy 10-11*  
 Frazer High School (Sc: 1208)  
 Principal Larry Parker

Phone / Extension	FAX	Grades Served	2009-2010 Enrollment
695-2241	695-2243		
695-2241	695-2243		
695-2390	695-2243		
Phone / Ext	FAX	Grades Served	2009-2010 Enrollment
325 6th Street Frazer 59225			
(406) 695-2241 325 6th Street	(406) 695-2243	7-8	13
(406) 695-2241 325 6th Street	(406) 695-2243	PK-6	66
325 6th Street Frazer 59225			
(406) 695-2241 325 6th Street	(406) 695-2243	9-12	40
Frazer Public Schools Total Enrollment:			119



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

**Office of Public Instruction**  
P.O. Box 202501  
Helena, MT, 59620-2501  
(406) 444-3095  
(888) 231-9393  
(406) 444-0169 (TTY)  
[opi.mt.gov](http://opi.mt.gov)

December 3, 2010

Carlas L. McCauley, Ed.D  
U.S. Department of Education  
Office of Elementary and Secondary Education/  
Student Achievement and School Accountability Programs  
400 Maryland Avenue, S.W., 3W222  
Washington, DC 20202

Dear Dr. McCauley:

The Montana Office of Public Instruction respectfully requests a waiver of the section 421(b) of the General Education Provisions Act to extend the period of availability of FY 2010 school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Although the funding is much less than the FY 2009 amount, we believe that the requested waiver will increase our ability to implement the SIG program effectively in eligible schools in the state in order to improve the quality of instruction and improve the academic achievement of students in eligible Tier I schools. Montana doesn't have any Tier II schools and we anticipate there won't be enough funding to serve Tier III schools.

Rather than spread the FY 2010 funds too thinly to several eligible schools for one year, we propose to serve fewer schools but guarantee the funding over a three-year period. If we begin implementing a reform model in these very needy schools and then no further funds are appropriated in subsequent years, we will have wasted the start up costs, which are the most significant in turning around low-performing schools.

We need all our FY 2009 carryover funds for the currently served Tier I schools in the state, so we have requested another waiver on the provision to carryover 25 percent of those funds if not every Tier I school is currently served. We have only one Tier I school that was not served with FY 2009 and we currently do not serve any Tier III schools.

Our notice of the comment period on this waiver was posted today, December 3, 2010, and gives a 10-day window for comments to be received. The window closes December 12, 2010 so we can forward to you any comments received the next day, December 13, 2010.

You can view the posted waiver request at this link (look for December 3 postings in list of Official Email): [http://www.opi.mt.gov/Resources/Official\\_Email/index.html?gpm=1\\_3](http://www.opi.mt.gov/Resources/Official_Email/index.html?gpm=1_3)

If you have any questions, please do not hesitate to contact me by phone at 406-444-4420 or by email at [bgranbery@mt.gov](mailto:bgranbery@mt.gov).

Sincerely,

BJ Granbery  
Division Administrator/Title I Director  
Division of Educational Opportunity and Equity  
Montana Office of Public Instruction

**MONTANA**

**SY 2011-2012**

**Request for Applications  
for LEA School Improvement Grants**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

**CFDA Numbers: 84.377A; 84.388A**

**Mandatory Letter of Intent to Apply for Tier I Schools Due May 9, 2011**

**Applications for Tier I Schools Due May 31, 2011**

Montana Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

January 2011

**LEA School Improvement Grants 1003(g)  
Request for Applications**

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**GENERAL INFORMATION**

**DEADLINES FOR APPLICATION SUBMISSION**

**Mandatory Notice of Intent to Apply for Tier I Schools.....May 9, 2011**  
**LEA SIG Application and Supplements for Tier I Schools ..... May 31, 2011**

NOTE: The Mandatory Notice of Intent to Apply may be submitted by fax or email. Applications may be submitted by email no later than the due date, with an original signed Cover Page and Assurances & Waivers page submitted by mail. The signature pages must be postmarked no later than the due dates specified above. Late applications will not be reviewed.

Submit applications electronically to: [bgranbery@mt.gov](mailto:bgranbery@mt.gov)

**For more information, contact:**

BJ Granbery  
Title I Director/Division Administrator  
Montana Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501  
Phone: 406-444-4420  
Fax: 406-444-3924  
[bgranbery@mt.gov](mailto:bgranbery@mt.gov)

**All applicants submitting applications in a timely manner will receive a Grant Application Receipt Acknowledgment by email.**

# LEA School Improvement Grants 1003(g) Request for Applications

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# LEA School Improvement Grants 1003(g) Request for Applications

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## I. SCHOOL IMPROVEMENT GRANTS (SIG) REQUEST for APPLICATIONS SUMMARY Under 1003(g) of the ESEA

### A. Purpose of the Program

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 (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring 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 so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, published in the Federal Register in October 2010 (final requirements, attached as Appendix A), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. Montana has no Tier II schools. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See the Appendix for a chart summarizing the schools included in each tier.) In the Tier I schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### B. Final Requirements and Guidance

The *Final Requirements* that govern the SIG grants and the US Department of Education *Guidance on School Improvement Grants Under 1003(g) of the ESEA, Revised November 1, 2010* and published by the US Department of Education provide complete information about the program and provides answers to frequently asked questions. These documents are posted on the department website at [www.ed.gov](http://www.ed.gov). References will be made to the "requirements" and to the "guidance" that will provide assistance in completing the grant application. Applicants are strongly encouraged to print and review these documents carefully in addition to this application packet prior to submitting a Notice of Intent to Apply for any funds under this application.

### C. Availability of Funds and Related Conditions

- 1. Projected Total Available for Awards:** For state fiscal year (FY) 2011, there is up to \$1,682,039 available for one year (or three years if waiver is approved) School Improvement Grants to LEAs under section 1003(g).

These funds are being awarded to LEAs with eligible schools by the Montana Office of Public Instruction (OPI) through a competitive grant process as described in this Request for Applications. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I

## LEA School Improvement Grants 1003(g) Request for Applications

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and Tier III school that the LEA commits to serve, but the individual budgets for each school may vary within the total grant to the LEA. The range of grant awards will vary depending on the number of schools served, the type of intervention models chosen for Tier I schools, and the services provided to Tier III schools. Schools may need more or less funding depending on the size or the costs of the strategies to be implemented in the chosen model.

- Approximately \$250,000 to \$500,000 per year for 3 years for each Tier I school site with an enrollment of 100 students to implement a turnaround, transformation, or restart model.
- Approximately \$50,000 for one year to close a Tier I school with an enrollment of 100 students.
- Approximately \$100,000 to \$150,000 per year for 3 years to provide significant services to a Tier III school.

The State reserves the right to award a smaller or larger amount of grant funds than requested based upon available funding and the recommendations of the review panel.

**Grant Period:** The grant period will be for three school years of full implementation (2011-2012, 2012-2013, and 2013-2014) plus the pre-implementation phase prior to the initial school year.

Initial grant awards will be for the 2011-2012 school year. The grant award will begin as soon as the grants are approved, and funds may be used prior to the 2011-2012 school year for certain approved activities in the pre-implementation period. Federal FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012. These funds must cover the preimplementation activities plus the full implementation during the 2011-2012 school year. Funding for subsequent school years is expected to be of similar size, but is always dependent upon future Congressional funding. Continued funding is also dependent on the school's meeting or making progress toward the annual goals specified in the LEA's application for the school and in the leading indicators as defined in the reporting metrics in III.A.3 of the final requirements.

- 1. Supplement, Not Supplant Conditions:** Federal funds received under SIG 1003(g) must be used to supplement, not supplant state and local funding. The implementation of the supplement, not supplant requirement varies depending on what type of Title I program is operated in the school. In a Title I school operating a schoolwide (SWP) program, the funding must be supplemental to funding provided through state and local sources. In a Title I school operating a targeted assistance (TA) program, the LEA must ensure that the Title I, Part A funds the school receives are used only for activities that supplement those that would be available from non-Federal funds for Title I participating students in the absence of the Title I, Part A funds. In order to implement one of the required school improvement models schoolwide in a Tier I Title I school that has less than 40% poverty, it will be necessary for LEAs to apply for a waiver to operate a schoolwide program in the school. See question F-4 in the guidance for more information.

# LEA School Improvement Grants 1003(g) Request for Applications

## D. Mandatory Notice of Intent to Apply Required

In order to determine the expected applications and amount of funding that LEAs will be requesting, the OPI is requiring a mandatory Notice of Intent to Apply to be submitted by May 9, 2011. This notice requires an LEA with Tier I schools and Tier III schools that feed into the Tier I schools, to list the Tier I and III schools that it commits to serve, if funding is available. The OPI will use that information to determine how many Tier I schools may be able to be served and the amount of funding, if any, that will be available to serve Tier III schools in those districts. The OPI will provide additional guidance to districts related to the possible amounts of funding available prior to submission of final applications.

## E. Eligible LEAs and Schools

An LEA is eligible to receive a SIG grant if it has at least one school on the list of eligible schools. Schools that are eligible for funding are those listed on the list of Tier I and Tier III schools as determined by the state according to the final requirements of the SIG grants. There are no Tier II schools in Montana. Priority for funding must go to Tier I schools. LEAs with Tier I schools must commit to serve at least one Tier I school before applying to serve a Tier III school. The OPI must ensure that all Tier I schools that LEAs commit to serve are funded before awarding any funds to Tier III schools. (See questions H-5 through H-13 in the guidance.) The following chart summarizes the requirements.

If an LEA has one or more	In order to get SIG funds, the LEA <u>must</u> commit to serve
Tier I and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier I schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

# LEA School Improvement Grants 1003(g) Request for Applications

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## Required School Improvement Models for Tier I Schools

To receive SIG funding, a Tier I school *must* implement one of four intervention models – Turnaround, Transformation, Restart, or Closure. An overview of each model is provided here, but the applicant is strongly encouraged to carefully read the final requirements and the guidance for specific requirements of each model before submitting a Notice of Intent to Apply.

### Turnaround Model Overview

- **Teachers & Leader**
  - Replace principal
  - Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
  - Implement strategies to recruit, place and retain staff
- **Instructional and Support Strategies**
  - Select and implement an instructional model based on student needs
  - Provide job-embedded PD designed to build capacity and support staff
  - Ensure continuous use of data to inform and differentiate instruction
- **Time and Support**
  - Provide *increased learning time* (for staff and students)
  - Social-emotional and community-oriented services and supports
- **Governance**
  - New governance structure
  - Grant operating flexibility to school leader

### Transformation Model Overview

- **Teachers and Leaders**
  - Replace principal
  - Implement new evaluation system
  - Developed with staff
  - Uses student growth as a significant factor
  - Identify and reward staff who are increasing student outcomes; support and then remove those who are not
  - Implement strategies to recruit, place and retain staff
- **Instructional and Support Strategies**
  - Select and implement an instructional model based on student needs
  - Provide job-embedded professional development designed to build capacity and support staff
  - Ensure continuous use of data to inform and differentiate instruction
- **Time and Support**
  - Provide *increased learning time* (for staff and students)
  - Provide ongoing mechanism for community and family engagement
  - Partner to provide social-emotional and community-oriented services and supports
- **Governance**
  - Provide sufficient operating flexibility to implement reform
  - Ensure ongoing technical assistance

# LEA School Improvement Grants 1003(g) Request for Applications

## Restart Model Overview

Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process**.

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.
- The LEA must seek charter school status through the process required by the Montana Board of Public Education in ARM 10.55.604 (charter school rule in the Standards of Accreditation).

## Closure Model Overview

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.

- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module--Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

Note: A Tier I school that implements either the Turnaround Model or the Restart Model may also receive a waiver to “start over” in the AYP school improvement timeline. A school that “starts over” will not be identified with an AYP level for the 2010-2011 school year. If it misses AYP based on the spring 2011 CRTs, it will be considered to be at AYP Year 1 (Yr1 or Watch List) for 2011-2012. A school must make progress toward its annual goals in its SIG application and continue to receive SIG funding for 2011-2012 and 2012-2013 in order to remain on the “start over” AYP timeline. If the school discontinues implementing the planned model or does not continue to receive SIG funds, the school will be designated at the AYP level that it would have been in the absence of implementing the model and receiving the waiver to “start over” in the AYP timeline.

## F. Services for Tier III Schools

While there are no required school improvement intervention models for Tier III schools, an LEA must choose the strategies it will implement in the Tier III schools it commits to serve that are research-based and designed to address the particular needs of the Tier III schools. The strategies chosen must address one or more of the Correlate Categories described in the Five Year Comprehensive Plan (Academic Performance, Learning Environment, or Efficiency).

## G. Evaluation Criteria and Review Process

The OPI will convene a panel of reviewers to evaluate the LEA applications according to the criteria as described in the Application Instructions section. The overall LEA application will be rated on the specified criteria. Each school application supplement will be reviewed on its model-specific criteria. In order to be recommended for funding, both the overall LEA application and an individual school supplement application must receive at least 60% of the possible total points and all required elements must be addressed. ***An LEA application that receives a score of 0 on any required element will not be funded.*** The

# LEA School Improvement Grants 1003(g) Request for Applications

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panel of reviewers will make recommendations on each individual school plan as well as on the overall LEA application, and, for any elements that receive a rating of less than 3, the district must submit additional information before funding will be awarded. See Section II of this packet for the LEA and School Level Application Criteria. The panel may recommend funding any one or more individual school plans in the LEA plan, and may make recommendations on the amount of funding requested.

## H. Priority for Funding

The OPI is required to give priority for funding to Tier I schools. Before determining availability of funds for any Tier III schools, the OPI will consider the number and amount of funding expected from applications for Tier I schools and their Tier III feeder schools based on the Notice of Intent to Apply (those Tier III feeder schools within the same system receive priority before other Tier III schools). If it is determined that additional funding will be available to serve other Tier III schools, then the OPI will accept applications for additional Tier III schools as well. Tier III schools from other school systems that feed into a Tier I school will receive priority among the other Tier III schools.

## I. Reporting Requirements

Data will be collected for the US Department of Education on each school that receives a SIG grant. The state will report a list of all LEAs that received a SIG grant and the amount of the grant. It will also report the list of schools in each LEA that were served, and the amount of funds or value of services received. Additional reporting metrics are required and will be reported for each Tier I school that is served. Most of the data is already collected and reported by the state, but the following reporting metrics are new for the SIG program and must be annually reported by schools receiving a SIG grant:

- 1) Which intervention the school used (*i.e.*, turnaround, restart, school closure, or transformation);
- 2) Number of minutes within the school year (based on the actual time school is in session);
- 3) Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- 4) Number and percentage of students completing advanced coursework (*e.g.*, AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- 5) Teacher attendance rate.

See the complete list of reporting metrics, both for achievement indicators and leading indicators, in III.A.3. of the final requirements.

## J. Assurances and Waivers

The LEA must sign the Assurances and Waivers Signature Page of the application and indicate which waivers, if any, will be implemented.

## K. Conditions of Grant award

### Evaluation of Grantee performance / continuation of funding:

Entities receiving federal funds are required to meet all necessary reporting requirements of the grant. In awarding the grant, the state expects the grantees to conduct all activities and evaluation measures as written or negotiated in the approved grant proposal. Failure to provide the requested performance reports; report and evaluate on all activities as proposed; and implement the grant as written; could result in the loss of

# LEA School Improvement Grants 1003(g) Request for Applications

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funding. Any changes to the original funded proposal (including modifications to goals and/or objectives) must receive prior approval by the state.

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the proposal is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures; or does not demonstrate a clear need for the allotted level of grant support. This includes access to unexpended funds at the end of each fiscal year.

After it has been awarded, the OPI may terminate a grant by giving the grantee written notice of termination. In the event of termination after award, the OPI shall reimburse the grantee for approved grant expenses incurred up to the notification of termination. This grant is subject to federal appropriations and may be reduced or terminated based on federal appropriated funds in any given fiscal year.

The state retains the right to refrain from making any awards if it determines that to be in its best interest. This RFA does not, by itself, obligate the state.

The state reserves the right to add terms and conditions during grant negotiations. These terms and conditions will be within the scope of the RFA and will not affect the proposal reviews.

After the completion of grant negotiations, the state will issue a written Notice of Intent to Award (NIA) and send copies to all applicants. The NIA will set out the names of all applicants and identify the proposal(s) selected for award.

The state reserves the right to modify annual awards based on the actual amount of congressional appropriation towards this grant program.

## L. Appeals Process

Any appeals must be filed no later than 30 calendar days after receiving Notice of Intent to Award. The appeals process is outlined in the State and Federal Grants Handbook that is located on the OPI web site at [www.opi.mt.gov](http://www.opi.mt.gov).

## M. Technical Assistance

Documents and resources to assist districts in submitting a SIG application will be found on the OPI website at [www.opi.mt.gov](http://www.opi.mt.gov) under Title I Programs. In addition to the requirements and guidance from the US Department of Education, the following resources will be helpful:

- *Handbook on Effective Implementation of School Improvement Grants* from the Center on Innovation and Improvement at [www.cii.org](http://www.cii.org)
- Montana Correlates and Indicators of Effective Schools  
[http://www.opi.mt.gov/Programs/TitlePrgms/ssos.html#gpm1\\_3](http://www.opi.mt.gov/Programs/TitlePrgms/ssos.html#gpm1_3)

## N. Timeline for Applications

Draft RFA Released (Final to be released upon US ED approval)..... May 1, 2011

**Notice of Intent to Apply for Tier I Schools (and their Tier III Feeder Schools) ..... Due May 9, 2011**

**LEA Application for Tier I and their Tier III Feeder Schools ..... Due May 31, 2011**

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Notification to Districts of Availability of Funds for Other Tier III Schools.....	July 1, 2011
Notice of Intent to Apply for other Tier III Schools.....	July 10, 2011
<b>LEA Application for Other Tier III Schools (depending on funding availability) .Due July 31, 2011</b>	
Grant Review Period.....	June to mid-September 2011
Notice of Intent to Award for Tier I with Tier III Feeder Schools .....	June 30, 2011
Notice of Intent to Award for Other Tier III Schools.....	September 15, 2011
Grant Funding Begins for Tier I and their Tier III Feeder Schools .....	July 1, 2011
Grant Funding Begins for Other Tier III Schools.....	October 1, 2011
Implementation of School Improvement model begins.....	Fall, 2011

## O. Submission of Application

*Electronic Submission:* The OPI strongly prefers to receive an LEA's School Improvement Grant application electronically. The district should submit it to the following address:

[bgranbery@mt.gov](mailto:bgranbery@mt.gov)

In addition, the LEA must submit a paper copy of the cover page signed by the LEA's authorized representative to the address listed below (mailed on or before the due date of the application).

*Paper Submission:* In the alternative, an SEA may submit the original and two copies of its School Improvement Grant application to the following address:

BJ Granbery, Title I Director/Division Administrator

Montana Office of Public Instruction

PO Box 202501

Helena, MT 59620-2501

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**II. SCHOOL IMPROVEMENT GRANTS (SIG)  
INSTRUCTIONS & EVALUATION CRITERIA**

**A. Directions & Checklist**

A complete LEA application consists of Section III of this application packet, a budget for the LEA that includes all school budgets, and the applicable application supplement for each school plan. The following checklist will assist the district in submitting a complete application.

*This section is for your use only. **Do not** submit this section with the application.*

- LEA SIG Application (Section III of this document, pages 25 - 32)
  - Application Cover Page, signed by the district superintendent
  - Application Required Elements
  - Assurances and Waivers Signature Page
- LEA SIG Budget (Include complete budget for 3 years for all schools the LEA commits to serve, using the Budget form provided.)
- Application Supplement for each Tier I school.
- Application Supplement for each Tier III school with the following attachment:
  - School Improvement Plan for 2010-2011

# LEA School Improvement Grants 1003(g) Request for Applications

## B. LEA Application Evaluation Criteria

The following criteria will be used by the reviewers to evaluate the LEA application as a whole. Individual school plans will each be evaluated separately according to the type of intervention planned. The quality of the individual school plan ratings will be incorporated into the first element of the overall LEA application evaluation. In order for the overall LEA application to be recommended for funding, the overall application must receive at least 60% of the total possible points and all required elements must be addressed. **An LEA application that receives a score of 0 on any required element will not be funded.** Depending on reviewers' recommendations and available funding, the LEA overall application may be recommended for funding, yet one or more individual school plans submitted may not be recommended for funding, or may be recommended for a different amount of funding.

<b>LEA Overall Application</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>LEA overall application</b>				
1. LEA has provided a complete application with all required elements addressed for each Tier I school it commits to serve. LEA has provided complete information in the Tier III supplement for each Tier III school it commits to serve. Each school supplement plan has minimum point score of 60% of the total possible points, and no required elements receiving 0 points, excluding priority points.	0	2	6	10
2. LEA has clearly articulated its capacity to provide adequate resources and support to each Tier I school in the LEA's application, addressing specifically the area of human capacity at the district level and the ability to recruit and retain qualified and effective principals and teachers.	0	1	3	5
3. LEA has clearly articulated its capacity to provide adequate resources and support to each Tier I school in the LEA's application, addressing the ability to provide direct support and to contract with external providers, as needed. It has described the process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools.	0	1	3	5
4. LEA has provided reasonable assurance of its ability to overcome any barriers in implementing the selected school intervention models, including changing any policies, procedures, or negotiated agreements. Statements or evidence of support has been provided by the teachers' union, the school board, staff, or parents as applicable.	0	1	3	5
5. LEA's record of previous actions taken to improve achievement in its schools and use of federal grants awarded to the district within the past two school years support the LEA's articulated capacity to use SIG funds to provide adequate resources and related support to each Tier I school in the LEA's application.	0	1	3	5
6. LEA has sufficiently explained why it does not have the capacity to serve each of its Tier I schools, addressing all applicable areas. The explanation of lack of capacity supports the LEA's description of the capacity it does have to serve the schools that it has committed to serve.	0	1	3	5

**LEA School Improvement Grants 1003(g)  
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7. LEA overall application and individual school plans demonstrate a likelihood that the proposed reform efforts will succeed.	0	1	3	5
8. LEA's process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools ensures that external providers have the capacity and a meaningful plan for contributing to the reform efforts in the schools.	0	1	3	5
9. LEA has provided a reasonable plan for sustaining the reforms in Tier I schools after the funding period ends.	0	1	3	5
10. LEA has provided a comprehensive, realistic budget to serve all schools throughout the period of funding availability.	0	1	3	5
11. LEA provided documentation of appropriate consultation with stakeholders and has submitted a signed cover page and assurances & waivers page.	0	1	3	5
<b>TOTAL POINTS POSSIBLE</b>	<b>60</b>			

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## C. SCHOOL LEVEL APPLICATION CRITERIA – Transformation Model

The following criteria will be used by the reviewers to evaluate each school level Transformation Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.*

<i>Transformation Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
<b>LEA Analysis of Needs &amp; LEA Capacity</b>				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	NA	No	Yes	NA
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
<b>Timeline, Goals &amp; Monitoring</b>				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
LEA has clearly described reasonable & achievable goals for the school in reading/language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
<b>Implementation of Transformation Model</b>				
<b>(1) Developing Teacher &amp; Leader Effectiveness – Required Activities</b>				
(A) Replace the principal who led the school prior to commencement of the transformation model.	0	1	3	5

# LEA School Improvement Grants 1003(g) Request for Applications

(B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.	0	1	3	5
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.	0	1	3	5
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	0	1	3	5
(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 model.	0	1	3	5
<b>(2) Comprehensive Instructional Reform Strategies – Required Activities</b>				
(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.	0	1	3	5
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	0	1	3	5
<b>(3) Increasing Learning Time – Required Activities</b>				
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in the final regulations).	0	1	3	5
(B) Provide ongoing mechanisms for family and community engagement.	0	1	3	5
<b>(4) Providing Operational Flexibility and support – Required Activities</b>				
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	0	1	3	5
(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).	0	1	3	5
<b>Transformation Model – Permissible Activities</b>				
All permissible activities have been described completely and are aligned with and enhance the model.	0	1	3	5

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<b>Budget &amp; Resources</b>				
Budget provided is within the estimated range for the transformation model, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the transformation model for the entire grant period.	0	1	3	5
Budget clearly aligns with components of transformation model.	0	1	3	5
Funding sources and amounts are provided for all three school years.	0	1	3	5
LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
<b>TOTAL POINTS POSSIBLE</b>	<b>135</b>			

# LEA School Improvement Grants 1003(g) Request for Applications

## D. SCHOOL LEVEL APPLICATION CRITERIA – Turnaround Model

The following criteria will be used by the reviewers to evaluate each school level Turnaround Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.*

<i>Turnaround Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
<b>LEA Analysis of Needs &amp; LEA Capacity</b>				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	NA	No	Yes	NA
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
<b>Timeline, Goals &amp; Monitoring</b>				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
LEA has clearly described reasonable & achievable goals for the school in reading/language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
<b>Implementation of Turnaround Model</b>				
<b>Required Activities</b>				
(i) Replace the principal and grant sufficient operational flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive reform.	0	1	3	5

# LEA School Improvement Grants 1003(g) Request for Applications

(ii) Screen existing staff, rehire no more than 50% and select new staff using locally adopted competencies to measure the staff effectiveness to work in a turnaround model.	0	1	3	5
(iii) Implement such strategies as financial incentives, increased opportunities for promotion, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	0	1	3	5
(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	0	1	3	5
(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	0	1	3	5
(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	0	1	3	5
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	0	1	3	5
(viii) Establish schedules and implement strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in the final regulations).	0	1	3	5
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.	0	1	3	5
All permissible activities have been described completely and are aligned with and enhance the model.	0	1	3	5
<b>Budget &amp; Resources</b>				
Budget provided is within the estimated range for the turnaround model, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the turnaround model for the entire grant period.	0	1	3	5
Budget clearly aligns with components of turnaround model.	0	1	3	5
Funding sources and amounts are provided for all three school years.	0	1	3	5
LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5

**LEA School Improvement Grants 1003(g)  
Request for Applications**

<b>TOTAL POINTS POSSIBLE</b>	<b>125</b>			

# LEA School Improvement Grants 1003(g) Request for Applications

## E. SCHOOL LEVEL APPLICATION CRITERIA – Restart Model

The following criteria will be used by the reviewers to evaluate each school level Restart Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points and all required elements must be addressed. ***An LEA or school application that receives a score of 0 on any required element will not be funded. The LEA must seek charter school status through the Montana Board of Public Education as per ARM 10.55.604 (Standards of Accreditation).***

<b><i>Restart Model Criteria</i></b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>LEA Analysis of Needs &amp; LEA Capacity</b>				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen has shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	NA	No	Yes	NA
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
<b>Timeline, Goals &amp; Monitoring</b>				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
LEA has clearly described reasonable & achievable goals for the school in reading/language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
<b>Implementation of Restart Model</b> LEA converts a school or closes and reopens under a charter school operator.				
<b>Required Activities</b>				

# LEA School Improvement Grants 1003(g) Request for Applications

LEA has clearly described how it will engage in a rigorous process to verify the capacity of the charter school operator to provide services that reflect what is required at this school.	0	1	3	5
LEA has described how it will require a prospective operator to demonstrate that its strategies are research-based.	0	1	3	5
LEA has described how it will require a prospective operator to demonstrate that its curriculum, instruction, and assessment are aligned with the Montana essential learning expectations.	0	1	3	5
LEA has described how it will require a prospective operator to demonstrate a healthy fiscal history.	0	1	3	5
LEA has described how it will require a prospective operator to demonstrate that it has provided realistic detailed budget estimates for operating the school and implementing the school improvement services.	0	1	3	5
LEA has described how it will require a prospective operator to insure that its instructional programs will be secular, neutral, and non-ideological.	0	1	3	5
LEA has described how it will develop a set of non-negotiable performance-based benchmarks to serve as the basis for holding the charter school operator accountable for meeting the final requirements for SIG fund expenditures.	0	1	3	5
LEA has described how it will ensure that the charter school operator is provided autonomy and flexibility to enact school improvement activities and to administer the entire school program.	0	1	3	5
LEA has described how it will assure that all former students are allowed to be enrolled in the school that has selected the restart model.	0	1	3	5
<b>Budget &amp; Resources</b>				
Budget provided is within the estimated range for the restart model, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the restart model for the entire grant period.	0	1	3	5
Budget clearly aligns with components of restart model.	0	1	3	5
Funding sources and amounts are provided for all three school years.	0	1	3	5
LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
<b>TOTAL POINTS POSSIBLE</b>	<b>120</b>			

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## F. SCHOOL LEVEL APPLICATION CRITERIA – Closure Model

The following criteria will be used by the reviewers to evaluate each school level Closure Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.*

<i>Closure Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
<b>LEA Analysis of Needs &amp; LEA Capacity</b>				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen has shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	NA	No	Yes	NA
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
<b>Timeline, Goals &amp; Monitoring</b>				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year.	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
<b>Implementation of Closure Model</b>				
LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.				
<b>Required Activities</b>				
LEA has described the process by which the district will close the school.	0	1	3	5
LEA has described how parents and community members will be notified and involved in the decision for school closure.	0	1	3	5
LEA described how it will decide which other schools are in reasonable proximity to the closed school in order to receive its former students.	0	1	3	5
LEA described how it will decide which of the nearby schools are higher achieving than the closed school.	0	1	3	5

**LEA School Improvement Grants 1003(g)  
Request for Applications**

LEA described how it will assure that all former students are allowed to be enrolled in a new school.	0	1	3	5
LEA described in what ways parents will be notified of the school closure and of their children's new school destination.	0	1	3	5
<b>Budget &amp; Resources</b>				
Budget provided is within the estimated range for the closure model, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the closure model.	0	1	3	5
Budget clearly aligns with components of closure model.	0	1	3	5
Funding sources and amounts are provided for 2011-2012 (and 2012-2013, if necessary)..	0	1	3	5
LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
<b>TOTAL POINTS POSSIBLE</b>	<b>100</b>			

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## G. SCHOOL LEVEL APPLICATION CRITERIA – Tier III School

The following criteria will be used by the reviewers to evaluate each school level Tier III School application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points before any priority points and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.*

<i>Tier III School Criteria</i>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Strategies Address Needs</b>				
Strategies to be implemented or services to be received address one or more of the nine Montana Correlates of Effective Schools.	0	1	3	5
Strategies to be implemented or services to be received shows likelihood of addressing identified needs in the School Improvement Plan.	0	1	3	5
<b>Goals &amp; Monitoring</b>				
LEA has clearly described reasonable & achievable goals for the school in language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier III schools that receive SIG funds.	0	1	3	5
<b>Budget &amp; Resources</b>				
Budget provided is within the estimated range for Tier III schools, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the strategies for the entire grant period.	0	1	3	5
Budget clearly aligns with strategies or services described.	0	1	3	5
<b>Priority Points</b>				
School feeds into a Tier I school (within the system or from another system).				10
School was designated for any level of Restructuring for 2010-2011.				10
<b>TOTAL POINTS POSSIBLE (before priority points)</b>	<b>35</b>			

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**III. SCHOOL IMPROVEMENT GRANTS (SIG)  
REQUEST for APPLICATIONS NOTICE & FORMS**

**MANDATORY NOTICE OF INTENT TO APPLY**

**LEA SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) ESEA  
FOR SCHOOL YEAR 2011-2012**

**FORM DUE May 9, 2011 (FOR TIER I WITH TIER III FEEDER SCHOOLS IN SAME SYSTEM)**

**District:** \_\_\_\_\_

**District Contact:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

List each school that the LEA will commit to serve with SIG funds, if funds are available and awarded.

SCHOOL NAME	School Code (SC ####)	Tier (I or III)	Proposed Model if Tier I (Transformation, Turnaround, Restart or Closure)	Estimated Funding Total (Sum for all 3 years)

If the LEA is not applying to serve each Tier I school, please explain why:

## **LEA School Improvement Grants 1003(g) Request for Applications**

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Districts will be notified by July 10, 2011 of the anticipated funding, if any, that will be available to serve Other Tier III schools based on the number of Tier I schools and Tier III feeder schools in the same system projected for funding. This form can be mailed, faxed or emailed to:

BJ Granbery, Title I Director/Division Administrator

Montana Office of Public Instruction

PO Box 202501

Helena, MT 59601-2501

[bgranbery@mt.gov](mailto:bgranbery@mt.gov)

FAX: 406-444-3924

A confirmation email will be delivered to all applicants that meet the filing deadline.

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Request for Applications**

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**LEA School Improvement Grants 1003(g)  
Request for Applications**

**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)  
APPLICATION COVER SHEET**

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

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** MT **Zip:** \_\_\_\_\_

**District Contact data for the School Improvement 1003(g) Grant**

**Contact Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** MT **Zip:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **FAX:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**District Signature**

\_\_\_\_\_  
District Superintendent (Printed Name):

\_\_\_\_\_  
Telephone:

**X**  
\_\_\_\_\_  
Signature of the Superintendent:

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

The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement 1003(g) Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.

**LEA School Improvement Grants 1003(g)  
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**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)  
APPLICATION ELEMENTS**

*Section numbers may be referenced to the required element in the final requirements and USED SIG application document.*

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

List each Tier I and Tier III school the district commits to serve and identify the school intervention model that the district will use in each Tier I school. Use the chart below or attach a separate chart.



SCHOOL NAME	School Code (SC####)	Tier (I or III)	INTERVENTION MODEL (TIER I ONLY)				FUNDING Total sum requested for all 3 years
			Trans- formation	Turn- around	Restart	Closure	

**B.1. LEA CAPACITY: LEA capacity to provide adequate resources and support to all Tier I schools that the LEA is planning to serve.**

Please address the capacity of the LEA to provide adequate resources and support to all Tier I schools listed above. Address each area (text boxes expand as you type):

- a. **Human Capacity:** Describe the qualifications and staff availability at the district office to provide support to the schools and the district’s ability to recruit and retain qualified teachers and principals with the skills needed to implement the applicable model.

- b. **Capacity to provide support:** Describe the ability of the district to provide support to the schools in implementing instructional changes, providing professional development, and any other areas of assistance needed by the schools, including the ability to contract with external providers for services (as applicable). Describe the process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools.

**LEA School Improvement Grants 1003(g)  
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- c. **Policies or procedures:** Describe the need and the LEA’s ability to change any policies or procedures that may create barriers to implementation. Include evidence or a statement of support for such changes, as applicable, from the teachers’ union, school board, staff, and parents.

- d. **LEA needs:** Describe any LEA needs for additional assistance from the state.

- e. **Previous efforts:** Describe the LEA’s previous efforts and results in implementing strategies to improve student achievement and the LEA’s application for and use of other federal funds during the prior two school years.

**B.2. LEA CAPACITY: Tier I School(s) that the LEA is not planning to serve.**

If the LEA is not applying to serve each Tier I school, please explain why. Be specific and address each of the areas human capacity, capacity to provide support, policies or procedures, and LEA needs that are applicable to the district’s lack of capacity to serve all Tier I schools.

**B.3. EXTERNAL PROVIDERS: LEA process to recruit, screen and select external providers.**

Describe the district’s rigorous process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools. The screening process must verify that a provider has a meaningful plan for contributing to the reform efforts in the school, will implement strategies that are research-based, has a record of success in similar schools, has a healthy fiscal history, and has the capacity to implement the strategies it is proposing. (External providers may be used to provide technical expertise in implementing various components of the intervention model such as helping a school evaluate its data and determine changes that

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are  
needed, providing job-embedded professional development, assisting in curriculum alignment, designing  
teacher and principal evaluation systems that rely on student data, etc.)

## LEA School Improvement Grants 1003(g) Request for Applications

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### **B.4. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

**For each Tier I school that the LEA commits to serve, the LEA must complete the LEA Application Supplement related to the specific school improvement model to be implemented in the school (Turnaround, Transformation, Restart, or Closure). The application supplement must describe:**

- (1) For each Tier I school that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I schools that receive school improvement funds.

**For each Tier III school that the LEA commits to serve, the LEA must submit a Tier III Supplement along with a School Improvement Plan for 2011-2012 that highlights the services to be received with these funds. Include budget information for each Tier III school in the LEA budget for these funds. The plan must describe:**

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement, and which of the Montana Correlates of Effective Schools will be addressed by the services or activities.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

### **B.5. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I schools.**

List each meeting or other activity held to consult with stakeholders regarding the LEA’s application and the implementation of the models in the Tier I schools. Indicate the number of members present from each stakeholder group had members present, and the general discussion or feedback received at the meeting.

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Meeting Topic	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other	General discussion or feedback received

**B. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

**Attach a complete budget for each school for all three years, 2011-2012, 2012-2013, and 2013-2014 for which SIG funding is requested. The budget for each school served may include district level expenses that are used to support or provide services to the school. Use the Budget Form provided with this application package.**

**NOTE:** An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I school the LEA commits to serve.

An LEA’s budget for each year may not exceed the number of Tier I, and Tier III schools it commits to serve multiplied by \$2,000,000. The minimum LEA budget is \$50,000 per year multiplied by the number of schools served

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**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)  
Assurances and Waivers Signature Page**

**C. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.**

The LEA assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I school that the LEA 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 school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I 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 SEA the school-level data required under section III of the final requirements.

**D. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant,**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

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Name & Title of Authorized Representative

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Signature of Authorized Representative

Date

## Appendix A – No changes when published in October 2010

**Note:** The final requirements for the SIG program, set forth in 74 FR 65618 (Dec. 10, 2009), and amended by the interim final requirements, set forth in 75 FR 3375 (Jan. 21, 2010) (final requirements), implement both the requirements of section 1003(g) of the ESEA and the flexibilities for the SIG program provided through the Consolidated Appropriations Act, 2010. This document combines the provisions of the two notices into one document (it also Appendix A of the SEA application). The official versions of these documents are the documents published in the Federal Register. This document was published in the Federal Register on January 21, 2010.

### Final Requirements for School Improvement Grants, as Amended in January 2010

#### I. SEA Priorities in Awarding School Improvement Grants:

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of "persistently lowest-achieving schools;" or

(2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) Tier III schools: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

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

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

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

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

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

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

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

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

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or

manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

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

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

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

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

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

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

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

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

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

(E) In secondary schools--

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

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

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

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

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

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

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

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

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

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

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

### 3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.<sup>1</sup>

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

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<sup>1</sup> Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)>

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time.

For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA’s commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA’s application demonstrates that the LEA has taken, or will take, action to--

(i) Analyze the needs of its schools and select an intervention for each school;

(ii) Design and implement interventions consistent with these requirements;

(iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

(iv) Align other resources with the interventions;

(v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively;  
and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require--

(a) The LEA must--

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

(i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

**B. SEA requirements.**

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.

2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.

(b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to--

(i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;

(ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and

(iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.

(c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

(e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.

3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:

(a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.

(b) Amount of each LEA's grant.

(c) Name and NCES identification number of each school to be served.

(d) Type of intervention to be implemented in each Tier I and Tier II school.

4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout

the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the SEA may then, consistent with section II.B.9, award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.

8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability of the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

(b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the “differentiated accountability pilot” must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

(ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

(b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State's full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years,

each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through EDFacts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.
2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.
3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as “SIG” (School Improvement Grant):

Metric	Source	Achievement Indicators	Leading Indicators
<b>SCHOOL DATA</b>			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	<b>NEW SIG</b>		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	<b>NEW SIG</b>		✓
<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	

<b>Metric</b>	<b>Source</b>	<b>Achievement Indicators</b>	<b>Leading Indicators</b>
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	EDFacts		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	<b>NEW SIG</b>	✓	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	✓	
Graduation rate	EDFacts	✓	
Dropout rate	EDFacts		✓
Student attendance rate	EDFacts		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	<b>NEW SIG HS only</b>		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>			
Discipline incidents	EDFacts		✓
Truants	EDFacts		✓
<b>TALENT</b>			
Distribution of teachers by performance level on LEA’s teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	<b>NEW SIG</b>		✓

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

B. Evaluation.

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.

## Appendix B

### Montana's Definition of Persistently Lowest Achieving Schools

**Resource: U.S. Department of Education's guidance document - *Frequently Asked Questions concerning Phase II of the State Fiscal State Stabilization Fund, Dated 12/1/2009***

Montana defines *Persistently Lowest Achieving Schools* as any Title I schools in improvement, corrective action, or restructuring that rank in the lowest five percent of these schools based on the percentage of students scoring At or Above Proficiency in Reading and Math using three years of assessment data. The following steps detail the process utilized to produce the list of *Persistently Lowest Achieving Schools*.

Step 1: Montana determined all relevant definitions. The definition of "secondary school" is any high school serving grades 9 through 12. The definition of "number of years" for purposes of determining whether a high school has a graduation rate less than 60 percent is three years. The definition of a "number of years" for purposes of determining "lack of progress" on the State's assessments is three years.

Step 2: Montana determined the number of schools that make up five percent or five schools (whichever is greater) in each of the relevant sets of schools (Title I schools in improvement, corrective action, or restructuring) as the count of seven which is five percent of the total number in the set. Montana determined there are no secondary schools that are eligible for but do not receive, Title I funds.

Step 3: Montana determined the method for calculating combined English/language arts and mathematics proficiency rates for each school (see B-V-16).

The Single Percentage Method was used as defined in the U.S. Department of Education guidance.

Step 4: Montana determined the method for determining "lack of progress" by the "all students" group on the State's assessments (see B-V-17).

The Lowest Achieving Over Multiple Years was used as defined in Example 1 on page 27 of the U.S. Department of Education guidance. Using this method, Montana repeated the Single Percentage Method in Step 3 for two previous years for each school, and then selected the five percent of schools with the lowest combined percent proficient based on three years of data to define the persistently lowest-achieving schools in the State.

Step 5: Montana determined that no weights would be assigned to academic achievement of the "all students" group or to lack of progress on the State's assessments.

Step 6: Montana determined that no weights would be assigned to elementary schools or secondary schools.

Step 7: Using the process identified in Step 3, Montana ranked the Title I schools in improvement, corrective actions, or restructuring from highest to lowest based on the academic achievement of the "all students" group.

Step 8: Using the process identified in Step 4, Montana applied the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, Montana started with the school at the bottom of the list and counted up to the number seven as determined in Step 2 to obtain the list of the lowest-achieving five percent Title I schools in improvement, corrective action, or restructuring.

Step 10: Montana examined the Title I high schools in improvement, corrective action, or restructuring to determine if any had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 9.

The only Title I high school in improvement, corrective action, or restructuring that has consistently had a graduation rate of less than 60% was already identified in Step 9.

Step 11: There were no high schools identified in Step 10 to add to the list of schools identified in Step 9.

Steps 12 - 15: There are no secondary schools in Montana that are eligible for, but do not receive, Title I funds.

The list of schools resulting from Step 11 will constitute the Tier I schools and there are no schools resulting from Steps 12 – 15 to constitute the Tier II schools for purposes of using school improvement funds under section 1003(g) of the ESEA. All Title I participating schools in improvement, corrective action, or restructuring that are not on the list resulting from Step 11 will constitute Tier III schools for purposes of using school improvement funds under section 1003(g) of the ESEA.

In summary these are the methods that Montana used to produce its list of *Persistently Lowest Achieving Schools*.

Tier I: Lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring, obtained by:

Ranking the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on academic achievement of the “all students” groups;

Applying lack of progress to the rank order list; and

Counting up from the bottom of the list.

Plus Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate less than 60 percent over a number of years (to the extent not already included).

Tier II: There are no secondary schools that are eligible for, but do not receive, Title I funds.

Montana examined the use of the flexibility (announced in the January 15, 2010 letter to Chief State School Officers from Dr. Thelma Melendez de Santa Ana) to identify newly eligible schools as Tier I, II, or III and discovered that no additional schools could be added to Montana’s lists for purposes of using school improvement funds under section 1003(g) of the ESEA.

**See Appendix C as separate attachment (List of Tier I and Tier III schools).**