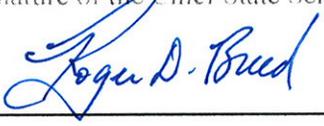


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Nebraska Department of Education	Applicant's Mailing Address: P.O. Box 94987 Lincoln, NE 68509
State Contact for the School Improvement Grant Name: Marilyn Peterson Position and Office: Federal Programs and Data Services Administrator Contact's Mailing Address: P.O. Box 94987 Lincoln, NE 68509 Telephone: 402-471-3504 Fax: 402-471-4433 Email address: marilyn.peterson@nebraska.gov and roger.breed@nebraska.gov	
Chief State School Officer (Printed Name): Roger D. Breed	Telephone: 402-471-5020
Signature of the Chief State School Officer: X 	Date: December 3, 2010
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

State Name: Nebraska



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

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.

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: Nebraska Department of Education	Applicant's Mailing Address: P.O. Box 94987 Lincoln, NE 68509
State Contact for the School Improvement Grant Name: Marilyn Peterson Position and Office: Federal Programs and Data Services Administrator Contact's Mailing Address: P.O. Box 94987 Lincoln, NE 68509 Telephone: 402-471-3504 Fax: 402-471-4433 Email address: marilyn.peterson@nebraska.gov and roger.breed@nebraska.gov	
Chief State School Officer (Printed Name): Roger D. Breed	Telephone: 402-471-5020
Signature of the Chief State School Officer: X	Date: December 3, 2010
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.

SECTION A: ELIGIBLE SCHOOLS	Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009 <i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</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 less than five unserved Tier I schools from FY 2009 <input checked="" type="checkbox"/> SEA elects to generate new lists	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010 <i>For an SEA revising its definition of PLA schools, please select the following option:</i> <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"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2009 <input checked="" type="checkbox"/> Revised for FY 2010	
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	Same as FY 2009 <input checked="" type="checkbox"/> Revised for FY 2010	
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2009 <input checked="" type="checkbox"/> Revised for FY 2010	
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<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.

<p>Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009</p>	<p>X Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010</p>
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> <i>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.)</i></p> <p><input type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p>	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input type="checkbox"/> 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.</p>

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

Nebraska’s approved definition of Persistently Lowest-Achieving Schools

U. S. Department of Education Definition of Persistently Lowest-Achieving Schools
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

(a)(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.

Waivers to the above definition of persistently lowest-achieving schools approved for Nebraska

- Include a high school that has a graduation rate that is less than 75% over a number of years
- Include only schools with at least 30 (minimum n-size for Nebraska) in the “all students” group for Tier I and Tier II and include in Tier III any school with performance as low as the lowest ranked schools in Tier I and Tier II that has no groups of at least 30 students

Definitions for Nebraska

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

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

Number of years shall mean three years.

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

Performance Rank shall mean the total number of students in the “all students” group at the

proficient level in both Reading and Math divided by the total number of students enrolled a Full Academic Year (FAY as defined for AYP) in Reading and Math to determine a percent proficient for each school.

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

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

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

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

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

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

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

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

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 ¹

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		

¹ “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.

EXAMPLE:

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
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.

Insert response to Section B Evaluation Criteria here:

Nebraska will convene a panel with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an

application that includes more than one school and may include schools from Tier I, Tier II, and/or Tier III. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1. District information will be added to the score received by the school for Section 2. School Information. For applications containing multiple schools, the district's score will be added to each school.

The schools will be rank ordered by the total scores. The highest ranking schools will determine the finalists, considering the amount of funds requested and the amount of funds available. Based on SIG Guidance, the NDE could decide to award fewer funds than the District requested for each school the District commits to serve, or the NDE could decide to award funds for only some of the schools the District commits to serve. NDE might also decide to award fewer funds than the District requested if the NDE determines, for example, that the District has not properly analyzed the needs of its schools or identified appropriate services for the schools. Budget adjustments will be within the amounts permitted by the requirements.

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

Part 1

The district application has been designed to ensure that districts are taking the appropriate actions needed prior to submitting an application. The district application has two sections. Section 1 is completed with district level information to provide the reviewer with evidence of pre-planning and capacity. Section 2 of the application is to be completed for each school included in the district's application. Section 2 requires detailed information in an Analysis of Need, Action Plans and Budgets that will provide further evidence of district support and capacity.

- (1) For the Analysis of Need in Section 1 – District Level Information, the district must report data for the reporting metrics to ensure a comprehensive analysis as well as to provide baseline data for the State. In addition, each school's application (Section 2), requires each of the following areas to be addressed: (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Instructional Practices Profile; (e) System Profile; and (f) a description of the process used and the stakeholders involved. The analysis of need in the area of student achievement requires the district and school to use a feature called the Profile found on Nebraska's State of the Schools Report for the last two years of achievement data. A sample of a school's Profile is attached as Appendix C to the State Application. The State of the Schools Report is found at: <http://reportcard.education.ne.gov/Main/Home.aspx>
- (2) Action Plans (Section 2 of the district application) have been designed for each requirement of each of the four intervention models plus an Action Plan for Tier III schools not implementing one of the four models. The specificity being required on the Action Plans and Budgets should demonstrate whether the district and school have given sufficient thought and analysis to determine whether they have the capacity and

resources to implement the model selected.

- (3) To determine the capacity of a school and district to appropriately use the School Improvement Funds being requested and to provide support to every school included, the application requires a separate budget for each school that identifies proposed expenditures for each requirement of the intervention model selected for each of the three years of funding. In addition, there is an option for districts to request funds for district support that is not covered in the school level budgets. Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation model (called Tier III Transformation Model). This will enable reviewers to determine if all of the required components of a model have been addressed. Given the large amount of funding possible for a school, the detailed budgeting being required in the district application will allow reviewers to determine if the plan and requests are reasonable for the proposed activities, size of the school, etc. Also see Part C. Capacity below.

Part 2

Design and implement interventions consistent with the final requirement:

The district's commitment to design and implement interventions consistent with the requirements will be evaluated by the reviewers based on the specificity and appropriateness of the responses provided in the Action Plans and Budgets. Each requirement of the selected intervention model has an Action Plan that asks the applicant to identify the activity(s), key steps, proposed start and implementation dates, person(s) responsible, monitoring and evaluation activities, and costs for the three years. Budget forms are also designed by the requirements of each intervention model. The Reviewers Rating and Checklist, included as an appendix to the district application, requires the reviewers to rate school's proposal for each requirement of the Intervention Model selected.

Recruit, screen, and select external providers, if applicable, to ensure their quality:

The selection of an external provider, if the districts elect to do so, is one of the criteria rated on the District Section of the Reviewers Rating and Checklist. The district's process must be described in question B.4., of the application. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Application reviewers will ascertain whether the selected provider has the expertise to support the LEA in implementation of the selected model. Reviewers will also review the LEA's process to select a provider to ensure that appropriate procurement procedures were followed. At the present time, Nebraska does not have legislation that allows a charter school. Districts do have the authority to close and establish new schools.

Align other resources with the intervention:

The district's proposal to align other resources in support of the intervention model selected will be rated as one of the criteria in the Reviewer Rating and Checklist. In addition to a specific question (B.5. of the District application) that asks districts to identify specific other resources including funds and services that will support and align with the intervention model, the needs identified in the Analysis of Need and the activities described on the Action Plans should enable reviewers to determine if the existing programs and services are being considered and aligned.

Nebraska is requiring each district receiving an ESEA Section 1003(g) grant to have an Intervention Project Manager. The Intervention Project Manager will be a full- or part-time district employee (or contracted employee with the district) depending on the size and needs of the school. The position will be at the school level and will be a required expenditure for each district receiving a grant. The responsibilities of the Intervention Project Manager will include working with the school principal and district administrators to assist with coordinating implementation activities, conduct ongoing evaluation of progress, ensure appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinate and report progress to the NDE through monthly meetings.

Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively:

In Section 2 of the application, the school must conduct an Analysis of Need. One of the areas they must analyze is called Systems Profile. This area was included specifically to identify practices or policies within the district or school that may need to be modified in order to implement the selected intervention model. The list from the Analysis of Need is to be used to develop activities for the Action Plans for the selected intervention model.

Sustain the reforms after the funding period ends:

Reviewers of the applications should be able to determine the likelihood of the district and school being able to sustain the reforms from the timelines included in the Action Plans and the support provided by the district to help institutionalize the changes within the school(s).

Nebraska intends to use progress on implementing the interventions (meeting the timelines) as one of the criteria for continued funding in years two and three.

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 period² 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.*)

² “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:

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

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

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

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;

- Instructional Programs: providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year:
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

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.

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

Insert response to Section C Capacity here:

If a district does not apply for a Section 1003(g) School Improvement Grant (SIG), the State assumes that it has analyzed the grant requirements and determined that it lacks the capacity to implement fully and effectively any one of the four intervention models. All districts with PLAS are invited to meetings held across the state plus multiple conference calls for technical assistance and responding to questions to ensure that districts understand the process for applying and the requirements of the SIG. If the State questions whether a district has more capacity than it claims, the State will conduct on-site or electronic interviews to determine capacity and provide technical assistance to the district to encourage it to apply for funds in the next round of funding assuming the school is still identified as being a PLAS.

If a district has more than one Tier I school and claims to lack the capacity to serve any Tier I school, it must respond to a specific question B.3 in the district section of the application. Each district having a eligible school will be required to complete and submit a Letter of Intent. It is included in Appendix A of this application. The Letter of Intent will be preprinted with names of eligible schools and will be used to identify the districts that commit to apply for an ESEA Section 1003(g) School Improvement Grant.

The district application will be evaluated based on evidence that might include the following factors that would contribute to capacity:

- a) Prior improvement efforts including successful implementation of programs or services (District question B2.);
- b) Ability to bring together internal and external stakeholders in the planning process (District question B.9.) and as evidenced in the Action Plans, including parents/community/teachers union, etc.;
- c) District level support of both staff and resources to support implementation efforts (District question B. 1) and as evidenced through district staff involvement in the School Level Analysis of Need and Action Plans;

- d) District plans to sustain intervention after the funding period is over (District question B. 7.); and
- e) Number of schools included in the application.

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:

- a. January 5, 2011 Application forms sent to all eligible districts
- b. January 10, 2011 Intent to Apply letters from districts due
- c. March 18 , 2011 District Application due
- d. March 28-29, 2011 Review of Applications by NDE Panel
- e. March 31-April 1, 2011 Team phone interviews with finalists
- f. April 7, 2011 State Board Approval & Grant Award Notifications

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.³

³ 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:

(1) The purpose of these funds is to raise substantially the achievement of students in the persistently lowest-achieving schools so as to enable the schools to make adequate yearly progress and exit improvement status. The grant also requires progress on new leading indicators. The application requires districts to establish goals for both. The analysis of needs is designed to assist districts in establishing goals.

The analysis of needs requires the use of the Profile from the State of the Schools Report. The Profile is a feature that includes results of all of the State's assessments and AYP results in one report. The analysis of needs also requires districts to report baseline data on the leading indicators for each school for the components for which data is currently available and defined.

The establishment of goals for raising student achievement in Reading and Math during the 3-year availability of these funds is complicated by the fact that the State is transitioning from locally developed classroom-based assessments to a single Statewide test starting in the Spring of 2010. The existing State AYP goals for the percent of students at the proficient level will change in the summer of 2010 with the first operational test of NeSA-Reading and NeSA-Alternate Assessment Reading. Nebraska will be setting new State AYP goals based on the standard setting process in June and July, 2010 for Reading and a similar process and timeline for Math in 2011.

Districts applying for ESEA Section 1003(g) funds will need to amend their applications to submit goals for increasing the student performance in Math after baseline data is established for each school and group using NeSA-M and NeSA-AAM. Amendments will be due by October 1, 2011. Districts will establish goals for Reading for the 2010-11 school year using existing assessment results.

The State will annually determine whether a school is making progress on meeting the goals established by the district for all schools receiving these funds. The district goals must be equal to or higher than the State goals listed below.

- Student Achievement in Reading – goals that are established for the “all students” group and each group and submitted by October 2010 using the results of the new Statewide assessment in Reading (NeSA-R and NesA-AAR) as baseline. Progress on these goals will be available by Spring 2011. The goals for demonstrating progress must be as much as the Statewide average gain for the “all students” group and for each group. Progress will be made if the majority of the groups meet or exceed the statewide average gain for that group unless the statewide average is less than zero in which case, the gain must be at least zero.

- Student Achievement in Math - The goals for demonstrating progress must be as much as the Statewide average gain for the “all students” group and for each group. Progress will be made if the majority of the groups meet or exceed the statewide average gain for that group unless the statewide average is less than zero in which case, the gain must be at least zero.

Statewide Average Gain – Math (2009-10 AYP Data)	
Group	Percentage points
All Students	.81

American Indian/Alaska Native	3.19
Asian or Pacific Islander	.49
White, Not Hispanic	.84
Black, Not Hispanic	-.08
Hispanic	1.30
Students eligible for free and reduced lunch	1.25
Special Education Students	1.99
English Language Learners	2.31

- Transition to NeSA. As the State transitions to the new statewide tests, the goals for progress in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading will not have an average statewide gain for each subgroup in 2009-10. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for the subgroup. In 2010-11, the average statewide gain for each subgroup will be available for NeSA-R. Math will not have an average statewide gain for each subgroup in 2010-11. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2011-12, the average statewide gain for each subgroup will be available for NeSA-M.
- Student Achievement as indicated by an improvement in a school's AYP status as shown by the Reading and Math goals above or by having more "MET" AYP decisions than the previous year.
- Student Achievement for secondary schools will be an increase by at least 2 percentage points in the graduation rate and an increase in the college enrollment rates on an annual basis.
- Where applicable, student achievement in increasing the percentage of limited English proficient students will be an annual increase in the percent of students taking the English Language Development Assessment (ELDA) that perform at Levels 4 and 5.
- The school must show an annual measurable improvement from the baseline data on the leading indicators which includes dropout rate, student attendance, the

number and percentage of students completing advanced coursework (high school only), discipline incidents, and truancy. Starting with the 2010-11 data, an annual measurable improvement on teacher attendance rates and the teacher performance on the district's evaluation.

While the application will be approved for the full three years, NDE will annually review and approve School Improvement Grants for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved 1003(g) School Improvement Funds in a timely fashion.

The school's goals and action plans will be reviewed to determine whether sufficient progress is being made. See 1, 2, & 3 in previous paragraph. If NDE determines that goals are not being met, it may be determined that that grant will not be renewed for the following school year(s). If the three criteria are not met, the grant will not be renewed.

- (2) For all Tier III schools that receive funding under this grant, each school must meet the annual measurable goals established in that district's Accountability Plan in order to receive continued funding. The Accountability Plan is the district's improvement plan and application for the Title I, Section 1003(a) funds. The question from the Accountability Plan is:

From the information used for Adequate Yearly Progress in the State of the Schools Report, indicate the specific annual, measurable objectives for the district that will be used to measure continuous and substantial progress for each group and subgroup of students in Reading and Math.

- (3) To provide ongoing monitoring of the implementation of the Action Plans, each district must have an Intervention Project Manager. The Intervention Project Manager will be a full- or part-time district employee (or contracted employee with the district) depending on the size and needs of the school. The position will be at the school level and will be a required expenditure for each district receiving a grant. The responsibilities of the Intervention Project Manager will include working with the school principal and district administrators to assist with coordinating implementation activities, conduct ongoing evaluation of progress, ensure appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinate and report progress to the NDE through monthly meetings.

NDE will use some of the 5% reservation to employ an additional staff person for the Title I Office. One of the responsibilities of this person will be to develop a monitoring checklist of all requirements and guide and to conduct a compliance visit in every school receiving a ESEA Section 1003(g) grant at least once in each year of the grant funding. The on-site monitoring shall include a review of the progress in implementing the Action Plans for the intervention model. In addition, special compliance monitoring may be conducted for recipients of these funds if progress on goals and implementation is not on schedule as proposed. The NDE SIG Director will have monthly meetings with the Intervention

Project Managers of each PLAS to monitor progress and identify and coordinate technical assistance as needed.

The district application approval process, described in Part B of this application, defines the process for approving the applications of individual schools. This means a district application may have multiple school applications and only some of the school applications will be recommended for funding. Given the amount of funds available for Nebraska and the number of schools that are eligible, it is likely that there will be insufficient funds for all Tier I and Tier II schools.

(4) When the State has determined that all eligible Tier I and Tier II schools that have the capacity and have applied are funded, the State will consider applications from districts for Tier III schools. The State will give highest priority to applications for Tier III schools that:

- a. Propose to amend their Accountability Plan (improvement plan and application for Section 1003(a) funds) to implement one of the four intervention models,
- b. Clearly demonstrate how additional Section 1003(g) funds will help them implement the school improvement activities that were approved in their Accountability Plans, or
- c. Have been identified as being in school improvement for the most number of years.

(5) The State does not intend to take over any Tier I or Tier II schools.

(6) The State does not intend to provide direct services to any Tier I or Tier II schools.

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:

The funds reserved for administration, evaluation and technical assistance will be used annually for:

- a) Supporting an annual networking conference of schools receiving these grants to highlight and share successful activities and to jointly problem solve common issues and concerns. (\$20,000)
- b) Monthly training and coordination meetings with the Intervention Project Managers (\$20,000)
- c) Providing a SIG Coordinator within the Title I Office in the Nebraska Department of Education (\$100,000 annually for salaries, benefits, travel, etc.)
- d) School Intervention Specialists will be contracted to provide specific technical assistance as identified by the PLAS. The initial School Intervention Specialist will work with all PLAS that receive a SIG to provide assistance with the requirement to have and implement teacher evaluation systems that include student achievement outcomes. A survey conducted of all districts for SFSF reporting found that none of the districts with PLAS could already meet this requirement. School Intervention Specialists will be assigned to each PLAS to identify specific needs and coordinate or provide the assistance. (\$80,000)
- e) Annual evaluation (contracted) of the implementation process in all schools (\$50,000)

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

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 Nebraska 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]** 30.

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 Nebraska 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 Nebraska 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:

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

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

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] 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"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	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"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	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"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “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.

[§] 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).

^{**} 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.

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

District Name: _____

County-District Number: _____

Introduction

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

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

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

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

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

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

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

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

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

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

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

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

<http://www.education.ne.gov/federalprograms/excel/SIGBudgetPgs.xls>

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

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

Use of Funds

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

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

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

Available Funds

For the three year grants that begin in 2011-12, Nebraska has \$4,237,034 of carryover funds from the American Recovery and Reinvestment Act (ARRA) and \$2,487,987 from ESEA for these Section 1003(g) funds. The ARRA funds are a one-time allocation to the State. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. Both the ARRA and ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2011-12, 2012-13 and 2013-14. Districts receiving ARRA funds must complete all reporting requirements of that Act.

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

Continued Funding

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

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html
<http://www.education.ne.gov/federalprograms/excel/SIGBudgetPgs.xls>

Supplement, not supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Letter of Intent to Apply

After notification of eligibility for an ESEA Section 1003(g) School Improvement Grant, a district must submit the Intent to Apply letter by January 10, 2011 notifying the Title I Office whether or not it will apply for a grant. The Intent to Apply letter must identify the school(s) the district intends to serve with the SIG funds. Letters of Intent must be signed by the authorized representative and submitted to Diane Stuehmer, Title I Director, electronically at diane.stuehmer@nebraska.gov or faxed to 402-471-0117.

Application Writing Assistance

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

Application Approval Process

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

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

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

Applications Timelines

Applications are due by midnight (Central Daylight Savings Time) on March 18, 2011 and should be submitted electronically to: diane.stuehmer@nebraska.gov. In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

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

Application Contents

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

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

A completed application includes:

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

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name:	District Mailing Address:
County/District Number:	
District Contact for the School Improvement Grant	
Name:	
Position and Office:	
Contact's Mailing Address:	
Telephone:	
Fax:	
Email address:	
President of the School Board (Printed Name):	Telephone:
Signature of the President of the School Board X _____	Date:
Authorized Representative of the District (Printed Name):	Telephone:
Signature of the Authorized Representative: X _____	Date:
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

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

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

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

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

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

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

- B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.
- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.
- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.
- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.
- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.
- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.
- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt

changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

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

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading will not have an average statewide gain for each subgroup until after the 2010-11 assessments. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2010-11, the average statewide gain for each subgroup will be available for NeSA-R. Math will not have an average statewide gain for each subgroup in 2010-11. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2011-12, the average statewide gain for each subgroup will be available for NeSA-M. If the district goal will be the same as the State goal, complete the district column with “Same”.

Area	State Goal	District Goal
Reading	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	
Math	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	

AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	
Graduation rate (high schools only)	Measurable increase from the previous year	
College enrollment rate (high schools only)	Measurable increase from the previous year	
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measurable improvement from previous year (or baseline for initial year of grant)	
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	

Statewide Average Gain – Math (2009-10 AYP Data)	
Group	Percentage points
All Students	.81
American Indian/Alaska Native	3.19
Asian or Pacific Islander	.49
White, Not Hispanic	.84
Black, Not Hispanic	-.08
Hispanic	1.30

Students eligible for free and reduced lunch	1.25
Special Education Students	1.99
English Language Learners	2.31

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

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

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

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

Allowable activities for pre-implementation costs include:

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

PART C. LEA-LEVEL BUDGET

A LEA-level budget is needed only if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations

(\$50,000 to \$2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in LEA-level budgets.
- C.2. Complete the LEA-level Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the LEA.) The link to all Budget Forms is found at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

PART D. ASSURANCES

The district assures that it will—

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

PART E. WAIVERS

Check each waiver that the district will implement.

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

Section 2. SCHOOL LEVEL INFORMATION

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

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

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

School Level Information for Tier III Schools

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

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

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student

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

Student Achievement and Leading Indicators

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

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2008-09 and 2009-10. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:

<http://reportcard.nde.state.ne.us/Main/Home.aspx>

Complete the table below using 2009-10 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	
(2) Graduation rate (AYP graduation rate for high schools only)	
(3) College enrollment rate (high schools only)	
Leading Indicators	
(4) Number of minutes within the school year	
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	
(6) Dropout rate (total for high schools only)	
(7) Student attendance rate	
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

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

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?
- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?
- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?
- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?
- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

A.2. Action Plans

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

Four School Intervention Models (from USDE Guidance)

(a) *Turnaround model:*

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

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*

- (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
 - (A) *Screen all existing staff and rehire no more than 50 percent; and*
 - (B) *Select new staff;*
 - (iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
 - (iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
 - (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
 - (vi) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
 - (vii) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
 - (viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
 - (ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*
- (2) *A turnaround model may also implement other strategies such as--*
- (i) *Any of the required and permissible activities under the transformation model; or*
 - (ii) *A new school model (e.g., themed, dual language academy).*

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

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

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

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

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

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

- (B) *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--*
 - (1) *Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and*
 - (2) *Are designed and developed with teacher and principal involvement;*
- (C) *Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;*
- (D) *Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and*
- (E) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*

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

- (A) *Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;*
- (B) *Instituting a system for measuring changes in instructional practices resulting from professional development; or*
- (C) *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

(2) Comprehensive instructional reform strategies.

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

- (A) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and*
- (B) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

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

- (A) *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*
- (B) *Implementing a schoolwide "response-to-intervention" model;*
- (C) *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;*
- (D) *Using and integrating technology-based supports and interventions as part of the instructional program; and*

- (E) *In secondary schools--*
 - (1) *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*
 - (2) *Improving student transition from middle to high school through summer transition programs or freshman academies;*
 - (3) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*
 - (4) *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

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

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

- (A) *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*
- (B) *Provide ongoing mechanisms for family and community engagement.*

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

- (A) *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*
- (B) *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*
- (C) *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*
- (D) *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

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

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

- (A) *Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and*
- (B) *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).*

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

- (A) *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*
- (B) *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Completing the Action Plans

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

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

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

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

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

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

Turnaround Intervention Model - 1	
Requirement(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	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 2	
Requirement(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	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 3	
Requirement (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	
Activity	
Key steps	

Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 4	
Requirement (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	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 5	
Requirement (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 district or State, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or State to obtain added flexibility in exchange for greater accountability	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Turnaround Intervention Model - 6	
Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 7	
Requirement (vii): Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 8	
Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 9	
Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model Permissible Activities – Copy and complete as many as needed.	
Permissible activity:	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Restart Intervention Model - 1	
Requirement: Convert a school or close and reopen 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	

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

School Closure Intervention Model - 1	
Requirement: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - 2	
<p>Requirement (1B): Developing and increasing teacher and school leader effectiveness</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(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</p> <p>(2) Are designed and developed with teacher and principal involvement</p>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - 3	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p>NOTE: This requirement is an option for Tier III schools.</p>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness
 (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

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

Transformation Intervention Model - 5

Requirement (1E): Developing and increasing teacher and school leader effectiveness
 (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school

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

Transformation Intervention Model - 6

Requirement (2A): Comprehensive Instructional reform strategies
 (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

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

Transformation Intervention Model - 7

Requirement (2B): Comprehensive Instructional reform strategies
 (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

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

Transformation Intervention Model - 8

Requirement(3A): Increasing learning time and creating community-oriented schools
 (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)

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

Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - 10	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - 11	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	
Key steps	
Start Date	

Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - Copy and complete as many as needed.	
Permissible Activities	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

A.3. Action Plans for Tier III Schools

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

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

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	

PART B. BUDGETS

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

Budget forms are found in a separate EXCEL file at:

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

Appendix A.

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

Definitions for Nebraska

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

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

Number of years shall mean three years.

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

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

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

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

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

Persistently lowest-achieving schools (PLAS) Identification Procedure

Performance Rank

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

Progress Over Time Rank

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the

number of students enrolled a full academic year (FAY) for both Reading and Math for all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

Final Rank to Determine the Persistently Lowest-Achieving Schools

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

Graduation Rate

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

Appendix B

ESEA Section 1003(g) School Improvement Grants

REVIEWERS RATING AND CHECKLIST

District Name: _____

County/district Number: _____

Reviewer: _____

Reviewer: _____

Date: _____

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

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

Complete Section 2 for each school included in the application.

Name of School _____ Tier _____ Intervention Model _____

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

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

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

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

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

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

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

NDE County District No.: 0
 District Name: 0

LEA-LEVEL ACTIVITIES FOR YEAR 2 (2012-13)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for LEA-level activities. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

LEA-LEVEL ACTIVITIES FOR YEAR 3 (2013-14)

NDE County District No.: 0
 District Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for LEA-level activities. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0

Totals by Object Code \$0 \$0 \$0 \$0 \$0 \$0 \$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.
LEA-LEVEL ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)

NDE County District No.: 0
 District Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(1)	0	0	0	0	0	0	\$0
(2)	0	0	0	0	0	0	\$0
(3)	0	0	0	0	0	0	\$0
(4)	0	0	0	0	0	0	\$0
(5)	0	0	0	0	0	0	\$0
(6)	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TURN AROUND MODEL BUDGET FOR YEAR 1 (2011-12)

NDE County District No.: 0
 District Name: 0
 NDE School No.:
 School Name:

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required) Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
<u>Required Activities</u>							\$0
(a)(1)(i) replace the principal and grant operational flexibility							\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							\$0
(a)(1)(ii)(B) select new staff							\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							\$0
(a)(1)(v) new governance structure							\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							\$0

(a)(1)(ii) measure effectiveness using locally adopted competencies									\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%									\$0
(a)(1)(ii)(B) select new staff									\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.									\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.									\$0
(a)(1)(v) new governance structure									\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned									\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction									\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time									\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)									\$0
<u>Permissible Activities:</u>									
(a)(2)(i) any required and/or permissible activities under the Transformation model									\$0
(a)(2)(i)(A) additional compensation									\$0
(a)(2)(i)(B) system for measuring changes									\$0
(a)(2)(i)(C) consent to accept teacher									\$0
(a)(2)(ii) new school model									\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TURN AROUND MODEL BUDGET FOR YEAR 3 (2013-14)

NDE County District No.: 0
 District Name: 0
 NDE School No.: 0
 School Name: 0

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
<u>Required Activities</u>							
(a)(1)(i) replace the principal and grant operational flexibility							\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							\$0
(a)(1)(ii)(B) select new staff							\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							\$0
(a)(1)(v) new governance structure							\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction							\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time							\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)							\$0

Permissible Activities:

(a)(2)(i) any required and/or permissible activities under the Transformation model									\$0
(a)(2)(i)(A) additional compensation									\$0
(a)(2)(i)(B) system for measuring changes									\$0
(a)(2)(i)(C) consent to accept teacher									\$0
(a)(2)(ii) new school model									\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS. TURN AROUND MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)

NDE County District No.:	0								
District Name:	0								
NDE School No.:	0								
School Name:	0								
Activity	100	200	300	400	500	600			
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development		Total for Listed Activity	
Intervention Project Manager (Required)	0	0	0	0	0	0		\$0	
Pre-Implementation Activities	0	0	0	0	0	0		0	
<u>Required Activities</u>									
(a)(1)(i) replace the principal and grant operational flexibility	0	0	0	0	0	0		\$0	
(a)(1)(ii) measure effectiveness using locally adopted competencies	0	0	0	0	0	0		\$0	
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%	0	0	0	0	0	0		\$0	
(a)(1)(ii)(B) select new staff	0	0	0	0	0	0		\$0	

(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.	0	0	0	0	0	0	\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.	0	0	0	0	0	0	\$0
(a)(1)(v) new governance structure	0	0	0	0	0	0	\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned	0	0	0	0	0	0	\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction	0	0	0	0	0	0	\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time	0	0	0	0	0	0	\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)							
<u>Permissible Activities:</u>							
(a)(2)(i) any required and/or permissible activities under the Transformation model	0	0	0	0	0	0	\$0
(a)(2)(i)(A) additional compensation	0	0	0	0	0	0	\$0
(a)(2)(i)(B) system for measuring changes	0	0	0	0	0	0	\$0
(a)(2)(i)(C) consent to accept teacher	0	0	0	0	0	0	\$0
(a)(2)(ii) new school model	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

School Improvement Grant Application						
NDE County District No.:						
District Name:						
<p>Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.</p>						
List Below School(s) for which budgets are included and the model they will be implementing:						
School Name	Model					

NDE County District No.:	0						
District Name:	0						
LEA-LEVEL ACTIVITIES FOR YEAR 1 (2011-12)							
Activity	100	200	300	400	500	600	
List below activities for LEA-level activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

NDE County District No.:	0								
District Name:	0								
LEA-LEVEL ACTIVITIES FOR YEAR 2 (2012-13)									
Activity	100	200	300	400	500	600			
Listed below are activities for LEA-level activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity		
(1)								\$0	
(2)								\$0	
(3)								\$0	
(4)								\$0	
(5)								\$0	
(6)								\$0	
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

LEA-LEVEL ACTIVITIES FOR YEAR 3 (2013-14)							
NDE County District No.:	0						
District Name:	0						
Activity	100	200	300	400	500	600	
Listed below are activities for LEA-level activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.							
LEA-LEVEL ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)							
NDE County District No.:	0						
District Name:	0						
Activity	100	200	300	400	500	600	
Listed below are activities for LEA-level activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
(1)	0	0	0	0	0	0	\$0
(2)	0	0	0	0	0	0	\$0
(3)	0	0	0	0	0	0	\$0
(4)	0	0	0	0	0	0	\$0
(5)	0	0	0	0	0	0	\$0
(6)	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TURN AROUND MODEL BUDGET FOR YEAR 1 (2011-12)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
Required Activities							
(a)(1)(i) replace the principal and grant operational flexibility							\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							\$0
(a)(1)(ii)(B) select new staff							\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							\$0
(a)(1)(v) new governance structure							\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction							\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time							\$0

(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)								\$0
<u>Permissible Activities:</u>								
(a)(2)(i) any required and/or permissible activities under the Transformation model								\$0
(a)(2)(i)(A) additional compensation								\$0
(a)(2)(i)(B) system for measuring changes								\$0
(a)(2)(i)(C) consent to accept teacher								\$0
(a)(2)(ii) new school model								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TURN AROUND MODEL BUDGET FOR YEAR 2 (2012-13)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Required Activities							
(a)(1)(i) replace the principal and grant operational							\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							\$0
(a)(1)(ii)(B) select new staff							\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							\$0
(a)(1)(v) new governance structure							\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction							\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time							\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)							\$0
Permissible Activities:							
(a)(2)(i) any required and/or permissible activities under the Transformation model							\$0

(a)(2)(i)(A) additional compensation								\$0	
(a)(2)(i)(B) system for measuring changes								\$0	
(a)(2)(i)(C) consent to accept teacher								\$0	
(a)(2)(ii) new school model								\$0	
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TURN AROUND MODEL BUDGET FOR YEAR 3 (2013-14)									
NDE County District No.:	0								
District Name:	0								
NDE School No.:	0								
School Name:	0								
Activity	100	200	300	400	500	600			
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity		
Intervention Project Manager (Required)								\$0	
Required Activities									
(a)(1)(i) replace the principal and grant operational flexibility								\$0	
(a)(1)(ii) measure effectiveness using locally adopted competencies								\$0	
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%								\$0	
(a)(1)(ii)(B) select new staff								\$0	
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.								\$0	
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.								\$0	
(a)(1)(v) new governance structure								\$0	
(a)(1)(vi) data driven instructional program that is research based and vertically aligned								\$0	
(a)(1)(vii) continuous use of student data to inform and differentiate instruction								\$0	

(a)(1)(viii) establish schedules and implement strategies to increase learning time								\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)								\$0
Permissible Activities:								
(a)(2)(i) any required and/or permissible activities under the Transformation model								\$0
(a)(2)(i)(A) additional compensation								\$0
(a)(2)(i)(B) system for measuring changes								\$0
(a)(2)(i)(C) consent to accept teacher								\$0
(a)(2)(ii) new school model								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.								
TURN AROUND MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)								
NDE County District No.:	0							
District Name:	0							
NDE School No.:	0							
School Name:	0							
Activity	100	200	300	400	500	600		
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity	
Intervention Project Manager (Required)	0	0	0	0	0	0		\$0
Pre-Implementation Activities	0	0	0	0	0	0		0
Required Activities								
(a)(1)(i) replace the principal and grant operational flexibility	0	0	0	0	0	0		\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies	0	0	0	0	0	0		\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%	0	0	0	0	0	0		\$0

(a)(1)(ii)(B) select new staff	0	0	0	0	0	0	0	\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.	0	0	0	0	0	0	0	\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.	0	0	0	0	0	0	0	\$0
(a)(1)(v) new governance structure	0	0	0	0	0	0	0	\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned	0	0	0	0	0	0	0	\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction	0	0	0	0	0	0	0	\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time	0	0	0	0	0	0	0	\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)	0	0	0	0	0	0	0	\$0
Permissible Activities:								
(a)(2)(i) any required and/or permissible activities under the Transformation model	0	0	0	0	0	0	0	\$0
(a)(2)(i)(A) additional compensation	0	0	0	0	0	0	0	\$0
(a)(2)(i)(B) system for measuring changes	0	0	0	0	0	0	0	\$0
(a)(2)(i)(C) consent to accept teacher	0	0	0	0	0	0	0	\$0
(a)(2)(ii) new school model	0	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

RESTART MODEL BUDGET FOR YEAR 1 (2011-12)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
Intervention Project Manager (Required)							\$0
<u>Required Activities</u>							
(b) Convert school or reopen as a charter							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

RESTART MODEL BUDGET FOR YEAR 2 (2012-13)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
<u>Required Activities</u>							
(b) Convert school or reopen as a charter							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

RESTART MODEL BUDGET FOR YEAR 3 (2013-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
<u>Required Activities</u>							
(b) Convert school or reopen as a charter							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGETS FROM ALL 3 YEARS.							
RESTART MODEL B COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Pre-Implementation Activities	0	0	0	0	0	0	\$0
Intervention Project Manager (Required)	0	0	0	0	0	0	\$0
Required Activities							
(b) Convert school or reopen as a charter	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

SCHOOL CLOSURE MODEL BUDGET FOR YEAR 1 (2011-12)							
County District No.:	0						
District Name:	0						
School No.:							
School Name:							
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4)							\$0
<u>Required Activities</u>							
(c) School Closure							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Use this budget for only one school implementing the Transformation Model.

Additional Transformation Budgets are provided for additional schools that will be implementing this model.

TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2011-12)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
Intervention Project Manager (Required)							\$0
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
Required Activities							

(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
Permissible Activities:								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2012-13)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates							\$0
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2013-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates							\$0
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.							
TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	0	0	0	0	0	0	\$0
Pre-Implementation Activities	0	0	0	0	0	0	\$0
Required Activities							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	\$0
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	0	\$0
(d)(1)(i)(C) reward school leaders	0	0	0	0	0	0	\$0
(d)(1)(i)(D) ongoing professional development	0	0	0	0	0	0	\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	0	0	0	0	0	0	\$0
(d)(2)(i)(B) continuous use of student data	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	0	0	0	0	0	0	\$0
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	0	0	0	0	0	0	\$0
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Use this budget only if more than one school is implementing the Transformation Model.

TRANSFORMATION MODEL (2) BUDGET FOR YEAR 1 (2011-12)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
Required Activities							

(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
Permissible Activities:								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TRANSFORMATION MODEL (2) BUDGET FOR YEAR 2 (2012-13)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates							\$0
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TRANSFORMATION MODEL (2) BUDGET FOR YEAR 3 (2013-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates							\$0
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.							
TRANSFORMATION MODEL (2) COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	0	0	0	0	0	0	\$0
Pre-Implementation Activities	0	0	0	0	0	0	\$0
Required Activities							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	\$0
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	0	\$0
(d)(1)(i)(C) reward school leaders	0	0	0	0	0	0	\$0
(d)(1)(i)(D) ongoing professional development	0	0	0	0	0	0	\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	0	0	0	0	0	0	\$0
(d)(2)(i)(B) continuous use of student data	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	0	0	0	0	0	0	\$0
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	0	0	0	0	0	0	\$0
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Use this budget only if more than two schools are implementing the Transformation Model.

Use this budget only if more than two schools are implementing the Transformation Model.							
TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2011-12)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals							\$0
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development							\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data							\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
Required Activities							

(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
Permissible Activities:								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2012-13)								
NDE County District No.:	0							
District Name:	0							
NDE School No.:	0							
School Name:	0							
Activity	100	200	300	400	500	600		
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity	
Intervention Project Manager (Required)								\$0
Required Activities								
(d)(1)(i)(A) replace principal								\$0
(d)(1)(i)(B) evaluation systems for teachers & principals								\$0
(d)(1)(i)(C) reward school leaders								\$0
(d)(1)(i)(D) ongoing professional development								\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills								\$0
Permissible Activities:								
(d)(1)(ii)(A) attract/retain staff with necessary skills								\$0
(d)(1)(ii)(B) institute a system for measuring changes								\$0
(d)(1)(ii)(C) mutual consent for hiring teachers								\$0
Required Activities								
(d)(2)(i)(A) use of data for implementing program								\$0
(d)(2)(i)(B) continuous use of student data								\$0
Permissible Activities:								
(d)(2)(ii)(A) conducting periodic reviews								\$0
(d)(2)(ii)(B) implementing schoolwide RTI model								\$0
(d)(2)(ii)(C) provide additional supports/prof. Development								\$0
(d)(2)(ii)(D) technology based supports/interventions								\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools								\$0
(d)(2)(ii)(E)(2) student transition								\$0
(d)(2)(ii)(E)(3) increase graduation rates								\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students								\$0
Required Activities								
(d)(3)(i)(A) strategies to increase learning time								\$0
(d)(3)(i)(B) ongoing family/community engagement								\$0
Permissible Activities:								
(d)(3)(ii)(A) partnering to create safe school environments								\$0
(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
Required Activities								

(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
Permissible Activities:								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2013-14)								
NDE County District No.:	0							
District Name:	0							
NDE School No.:	0							
School Name:	0							
Activity	100	200	300	400	500	600		
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development		Total for Listed Activity
Intervention Project Manager (Required)								\$0
Required Activities								
(d)(1)(i)(A) replace principal								\$0
(d)(1)(i)(B) evaluation systems for teachers & principals								\$0
(d)(1)(i)(C) reward school leaders								\$0
(d)(1)(i)(D) ongoing professional development								\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills								\$0
Permissible Activities:								
(d)(1)(ii)(A) attract/retain staff with necessary skills								\$0
(d)(1)(ii)(B) institute a system for measuring changes								\$0
(d)(1)(ii)(C) mutual consent for hiring teachers								\$0
Required Activities								
(d)(2)(i)(A) use of data for implementing program								\$0
(d)(2)(i)(B) continuous use of student data								\$0
Permissible Activities:								
(d)(2)(ii)(A) conducting periodic reviews								\$0
(d)(2)(ii)(B) implementing schoolwide RTI model								\$0
(d)(2)(ii)(C) provide additional supports/prof. Development								\$0
(d)(2)(ii)(D) technology based supports/interventions								\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools								\$0
(d)(2)(ii)(E)(2) student transition								\$0
(d)(2)(ii)(E)(3) increase graduation rates								\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students								\$0
Required Activities								
(d)(3)(i)(A) strategies to increase learning time								\$0
(d)(3)(i)(B) ongoing family/community engagement								\$0
Permissible Activities:								
(d)(3)(ii)(A) partnering to create safe school environments								\$0
(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
Required Activities								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0

Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0
DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.							
TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	0	0	0	0	0	0	\$0
Pre-Implementation Activities	0	0	0	0	0	0	0
Required Activities							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	\$0
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	0	\$0
(d)(1)(i)(C) reward school leaders	0	0	0	0	0	0	\$0
(d)(1)(i)(D) ongoing professional development	0	0	0	0	0	0	\$0
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	0	0	0	0	0	0	\$0
(d)(2)(i)(B) continuous use of student data	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	0	0	0	0	0	0	\$0
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	0	0	0	\$0
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	0	0	0	0	0	0	\$0

(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TIER III SCHOOL BUDGET FOR YEAR 1 (2011-12)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	
List below activities that will be used for Tier III school reform.	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TIER III SCHOOL BUDGET FOR YEAR 2 (2012-13)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	
Activities listed below will be used for Tier III school reform.	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TIER III SCHOOL BUDGET FOR YEAR 3 (2013-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
Activities listed below will be used for Tier III school reform.	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.							
TIER III SCHOOL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)							
NDE County District No.:	0						
District Name:	0						
NDE School No.:	0						
School Name:	0						
Activity	100	200	300	400	500	600	
Activities listed below will be used for Tier III school reform.	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
(1)	0	0	0	0	0	0	\$0
(2)	0	0	0	0	0	0	\$0
(3)	0	0	0	0	0	0	\$0
(4)	0	0	0	0	0	0	\$0
(5)	0	0	0	0	0	0	\$0
(6)	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

3-Year Totals							
District-Wide Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Turn Around Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Restart Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Closure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transformation1 Model1	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transformation2 Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transformation3 Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0