


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Nebraska Department of Education	Applicant's Mailing Address: PO Box 94987 Lincoln, NE 68509
State Contact for the School Improvement Grant Name: Diane Stuehmer Position and Office: Administrator, Federal Programs Contact's Mailing Address: PO Box 94987 Lincoln, NE 68509 Telephone: 402-471-1740 Fax: 402-471-0117 Email address: diane.stuehmer@nebraska.gov	
Chief State School Officer (Printed Name): Dr. Scott Swisher, Deputy Commissioner	Telephone: 402-471-5020
Signature of the Chief State School Officer: X 	Date: 11.21.2013
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 for FY 2013 New Awards Competition

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

Fiscal Year 2013

CFDA Number: 84.377A

State Name: [Nebraska](#)



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

OMB Number: 1810-0682
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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. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

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 five 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 five 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). 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.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

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 SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 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 SIG 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.

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 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@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, Group Leader
Office of School Turnaround
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 November 22, 2013.

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.

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Signature of the Chief State School Officer: X	Date: 11.21.2013
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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

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority 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.

Directions: SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

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.

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

Part 3 (Terminated Awards): All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A			
TOTAL AMOUNT OF REMAINING FUNDS:			

Part 1: Link to PLAS definition and identification process:

<http://www.education.ne.gov/federalprograms/Documents/Title%20IG%20School%20Improvement/P LAS%20Identification%20Process%20.pdf>

Part 2: See Attachment 1 (PLAS with NCES ID)

Part 3: NA

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

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, or each priority school, as applicable, 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, or each priority school, as applicable, 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, or each priority school, as applicable, identified in the LEA’s application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Nebraska's Title I Consultants will review all SIG applications. The scoring checklist is included as Appendix B to the LEA (District) application.

Districts may submit an application that includes more than one school and may include Tier I, Tier II, and/or Tier III schools. To ensure that the schools with the highest needs are selected, the following process will be used to determine which applications to recommend to the State Board of Education for approval. After the Title I Team 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 funding available. Based on the 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 amount permitted by the requirements.

Schools that are finalists must participate in a team interview conference call with NDE Title I staff. This interview provides 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 reviewers 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. The District (LEA) must address the needs of each school included in the application, and how those needs were determined. The District must indicate how it will use school improvement grant (SIG) funds to provide adequate resources and support for each Tier I and Tier II school, as applicable to fully and effectively implement the selected intervention model. If Tier III schools are included in the application, the District must indicate how it will support the improvement efforts described. In addition, each school's application (Section 2), requires all 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. NDE will take into consideration past onsite monitoring review results and State audits in determining a District's capacity.
- (2) To determine the capacity of a school and District to appropriately use the School Improvement Grant 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 the required components of a model have been addressed. Given the large amount of funding possible for a school, the detailed 3-year budget 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. NDE will consider the information included in the Action Plans to help determine whether the District has the capacity to carry out the model requirements. The Action Plans included in the LEA application indicate the activity, key steps, start date, full implementation date, person(s) responsible, how monitoring and evaluation will occur, and an estimated cost for the three-year project. NDE will also take into consideration past onsite monitoring review results and State audits in determining an LEA's capacity.

- (3) The budget pages are organized by required and permissible activities for the selected intervention model. The budgets for each model include a separate budget for Year 1, Year 2, and Year 3. Pre-implementation activities are included on the Year-1 section of the budget. 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. Each Building included in the application may request up to \$2 million for each year of the three years included in the application. The three-year budget cannot exceed \$6 million. If NDE does not have sufficient funds to award the full amount requested, NDE will work with the District to revise the budgets to make sure amounts are reasonable to implement the activities as included in the application.

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:

- 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 it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

Part 2

Design and implement interventions consistent with the final requirements

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/activities, 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 Appendix B to the District Application, requires the reviewers to rate the 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 district elects to do so, is one of the criteria rated on the District Section of the Reviewers Rating 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 reason or rationale for selecting the provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s). Application reviewers will ascertain whether the selected provider has the expertise to support the District in implementation of the selected model. Reviewers will also evaluate the District's process to select a provider to ensure that appropriate procurement procedures were followed.

The performance of external providers will be determined by the Districts, however, NDE will review AYP data to determine if student achievement is improving.

At the present time, Nebraska does not have legislation that allows charter schools.

Districts do have the authority to close and establish new schools.

Align other resources with the interventions

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. Other resources may include, but are not limited to, State and Local funds, Federal grants, Private grants, and/or local Community/Business partners.

Nebraska is requiring each District receiving an ESEA Section 1003(g) grant to have an Intervention Project Manager (IPM). The IPM 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 IPM will have, at a minimum, a Nebraska teaching certificate that is current. The position will be at the school level and will be a required expenditure for each District receiving a grant. The responsibilities of the IPM will include working with the school principal and District administrators to assist with coordinating implementation activities, conducting ongoing evaluation 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 through monthly meetings and required written/electronic reports.

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 with the district or school that may need to be modified in order to implement the selected intervention model. The District may need to work with its union to address negotiations or agreements specific to schools receiving a School Improvement Grant. The list from the Analysis of Need is to be used to develop activities for the Action Plans for the selected intervention model. NDE will take the proposed modifications into consideration when reviewing the application.

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). The application should be specific as to the other resources that will be used to continue the interventions when the SIG funding ends. Other resources may include, but are not limited to, State and Local funds, Federal grants, Private grants, and/or local

Community/Business partners.

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:

(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?

The year-1 budget includes a line for “Pre-Implementation Activities.” 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) addressing the identified needs from the Analysis of Need, (d) having promise for improving student academic achievement, and (e) meeting 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 teachers;
- Instructional Programs; providing remediation and enrichment sessions during the summer in schools that will adopt an intervention model at the start of the next school year;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school’s plans 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.

NDE will review the Budgets and the Action Plans to ensure every required element of the selected model is being addressed.

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

- a. 9/27/2013 Notify LEAs regarding PLAS identification and eligibility to apply for SIG funding.
- b. 11/19/2013 Waiver information posted on NDE webpage. (Comments due 11/29/2013)
- c. 11/22/2013 SIG Application submitted to USDE
- d. 1/27/2014 Open NDE SIG Application for Districts
- e. 1/27-31/2014 Provide Technical Assistance webinars for potential applicants including information regarding pre-implementation activities and specifying that the application is for a three-year period
- f. 2/24/2014 LEA SIG Application due to NDE

- g. 3/17-21/2014 Phone interviews with finalists
- h. 4/8/2014 State Board Approval of FY13 SIG Awards (2014-17)
- i. 4/8/2014 NDE will award FY2013 (2014-17) School Improvement Grants

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, 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, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(2) 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. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(3) 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, or the priority schools, as applicable, the LEA is approved to serve.

(4) 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.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

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

(7) 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, or for priority schools, as applicable, 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 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.

(1) The purpose of the School Improvement Grant funds is to substantially raise the achievement of students in the persistently lowest-achieving schools. The application requires districts to set goals for the leading indicators as well as growth for AYP. The analysis of needs is designed to assist districts in establishing goals. 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 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 and Math- The goals for demonstrating progress must be as much as the Statewide average gain for each of the applicable groups listed in the chart below. 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 BASED ON 2012-13 AYP DATA)		
GROUP	Percentage Points Gain READING	Percentage Points Gain MATHEMATICS
All Students	2.50	1.69
American Indian/Alaska Native	3.81	2.79
Asian	1.47	0.69
Black or African American	3.77	0.96
English Language Learners	3.66	0.54
Hispanic	4.26	2.20
Native Hawaiian or Other Pacific Islander	7.43	-2.11
Special Education Students	2.22	0.14
Students Eligible for Free and Reduced Lunch	3.15	1.62
Two or More Races	3.14	2.13
White	2.16	1.85

- 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 meeting the State’s 90% graduation rate or showing 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 (LEP) students will be an annual increase in the percent of students taking the English Language Development Assessment (ELDA) that performs 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, truancy, and 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 Grant (SIG) 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 any of the goals are not being met, it may be determined that the grant will not be renewed for the following school year(s). If all three criteria are not met, the grant will not be renewed.

- (2) Tier III schools that receive funding under this grant must respond to the following:

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.

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 on the defined annual, measurable objectives, (2) being on target, or close to, meeting the timelines identified in the Action Plans, and (3) spending the approved 1003(g) School Improvement Grant (SIG) funds in a timely fashion.

- (3) To provide ongoing monitoring of the implementation of the Action Plans, each district must have an Intervention Project Manager (IPM). The IPM 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 IPM will have, at a minimum, a Nebraska teaching certificate that is current. The responsibilities of the IPM will include working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluation 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 through monthly meetings and required written reports.

NDE will use a portion of the 5% reservation to employ a staff person in the Title I Office. One of the responsibilities of this person will be to conduct compliance visits in every school receiving an 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 selected 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 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's application may have multiple school applications and only some of the applications may 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) NDE will review applications using a "Reviewers Rating and Checklist." (See Appendix B of the LEA Application.) Priority will be given to the applications receiving the highest scores. 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.
- (5) The State will give the highest priority to applications for Tier III schools that:
 - a. Propose to implement one of the four intervention models;
 - b. Clearly demonstrate how additional Section 1003(g) funds will help them implement the proposed school improvement activities; or
 - c. Have been identified as being in Needs Improvement for the most number of years
- (6) The State does not intend to take over any Tier I or Tier II schools.
- (7) The State does not intend to provide direct services to any Tier I or Tier II schools.

E. ASSURANCES: The SEA must provide the assurances set forth below.

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 outlined in the final requirements.
- 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, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, 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 or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG 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.

NDE will set aside not more than 5% of the State's SIG funding for Administration costs. 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 (\$120,000 annually for salaries, benefits, travel, etc.)
- d. A School Intervention Specialist will be contracted to provide specific technical assistance identified by the PLAS. The School Intervention Specialist will work with all SIG recipients to provide assistance with the requirement to have and implement teacher evaluation systems that include student achievement outcomes. (\$10,000 - This amount is reduced from previous years as the need is most evident in the "new" SIG recipients.)
- e. Annual evaluation (contracted) of the implementation process and academic progress in SIG schools (\$50,000)

G. CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

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.

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 or in its priority schools, as applicable.

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 2013 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.

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 2013 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 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.

Waiver 3: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver

Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

WAIVERS OF LEA REQUIREMENTS

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, or 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 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement

through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.

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 2014–2015 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 the 2014–2015 school year 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.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

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 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.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

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 APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses 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.

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, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY 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, or each priority school, that the LEA commits to serve, the LEA must

demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.

- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority 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;
 - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - 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, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
 - Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
 - Measuring progress on the leading indicators as defined in the final requirements.
- (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 or in its priority schools, as applicable.

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, or each priority 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, or priority 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 or priority 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, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school 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, or each priority 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, or priority 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, or priority 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;
 - (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
 - (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
 - (6) 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 school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
TOTAL AMOUNT OF REMAINING FUNDS:			

School Improvement Grants (SIG) Program FY 2013 Assurances

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

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards² to its LEAs.
- Use the renewal process identified in [State]’s most recently approved SIG application to determine whether to renew an LEA’s School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If 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.
- Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, Nebraska agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).

² A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

Return to: randy.mcintyre@nebraska.gov OR
Randy McIntyre, School Improvement Coordinator
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

NDE 04-059
Due: February 24, 2014

ESEA Section 1003(g) School Improvement Grants (SIG) LEA (District) Application

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 (5) 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.

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

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

Nebraska has applied for a waiver of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the DEA and all of its LEAs to September 30, 2017.

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

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 Title IA School Improvement page at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

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

Use of Funds

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model. Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education guidance. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities included in its SIG 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 (IPM). The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The IPM will have, at a minimum, a current Nebraska teaching certificate. 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 2014-15, approximately \$2,417,000 are available from ESEA for these Section 1003(g) funds. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years –2014-15, 2015-16, and 2016-17.

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 less funds. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. When budgeting for the three-year period, NDE would expect to see the budgets decrease each year. Keep this in mind when planning for sustainability after the grant period comes to an end. 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 available. 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. When budgeting for the three-year period, NDE would expect to see the budgets decrease each year. Keep this in mind when planning for sustainability after the grant period comes to an end. Budget forms are found in a separate EXCEL file at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Supplement, Not Supplant

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

Application Writing Assistance

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

Application Approval Process

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

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

Schools that are finalists must participate in a team interview conference call with NDE staff. 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 Time) on February 13, 2014 and should be submitted electronically to: randy.mcintyre@nebraska.gov. In addition, the District must submit a cover page signed by the District's authorized representative and the president of the school board. This document can either be scanned and submitted via email to the above email address or a hard copy can be mailed to:

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

Application Contents

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

- Introduction
- Application Cover Page
- Section 1 – District Information
- Section 2 – School Level Information

Appendices are Included as Separate Documents

- Appendix A – PLAS Identification Process with Diagrams
- Appendix B –Reviewers Rating and Checklist
- Appendix C –Budget Forms. The link to all Budget Forms is found at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

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

A completed application includes the following and should be submitted electronically to randy.mcintyre@nebraska.gov:

- Application Cover Page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Level Information (Completed Section 2 for each school included in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER PAGE

District Name:	District Mailing Address:
County/District Number:	
District Contact for the School Improvement Grant	
Name:	
Position and Office:	
Contact's Email Address:	
Contact's Mailing Address (If different from District Mailing Address listed above):	
Telephone:	
Fax:	
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: Email:
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. Identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

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

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

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

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

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of 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. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (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. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.
- 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 turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the 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.
- Some changes may require approval of the local union
- 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 describe its consultation, as appropriate, with relevant stakeholders regarding the District’s application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State’s assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with “Same”.

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

Leading Indicators

Leading Indicator	State Goals	District Goals
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 Change (2012-13 AYP Data)				
Group	Reading		Math	
	Percentage	District	Percentage	District
All Students	2.50		1.69	
American Indian / Alaska Native	3.81		2.79	
Asian	1.47		0.69	
Black or African American	3.77		0.96	
English Language Learners	3.66		0.54	
Hispanic	4.26		2.20	
Native Hawaiian or Other Pacific Islander	7.43		-2.11	
Special Education Students	2.22		0.14	
Students Eligible for Free and Reduced	3.15		1.62	

Two or More Races	3.14		2.13	
White	2.16		1.85	

- 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 Pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 79 of the guidance at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

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

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

Allowable activities for pre-implementation costs include:

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

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. The District may choose to complete the optional LEA-level Budget for District-level support among all Tier I, Tier II, and Tier III schools receiving a School Improvement Grant. If a District is submitting an application for only one building, costs for LEA-level activities designed to support implementation of the selected school intervention model in a Tier I, Tier II or Tier III school *may* be included in the budget for the building. The link to the Budget Form is: <http://www.education.ne.gov/federalprograms/Documents/Title%20I/Title%20IG%20School%20Improvement/SIG%20Budget%20MASTER%201.16.2013.xlsx> The EXCEL Spreadsheet contains 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.

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

PART D. ASSURANCES

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

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- (6) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) 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. (Double-click the box and select "Checked.")

- "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 schools Needs Improvement plan. These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

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

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

http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from

other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

Student Achievement and Leading Indicators

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

Complete the table below using 2012-13 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	
(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 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.

Action Plans are to cover the three-year period that the School Improvement Grant is available. Optional Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first year and to fully implement the model within the three years of funding.

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

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

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

Pre-Implementation Action Plan 1 Turnaround Intervention Model	
Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost	
Pre-Implementation Action Plan 2 Turnaround Intervention Model (Add Additional Lines as Needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost	
Action Plan 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	
Action Plan 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	

Action Plan 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	
Action Plan 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	
Action Plan 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	
Action Plan 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	
Action Plan 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	
Action Plan 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	
Action Plan 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	

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

Action Plan 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	

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

Action Plan 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	

Pre-Implementation Action Plan 1 Transformation Intervention Model	
Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost	
Pre-Implementation Action Plan 2 Transformation Intervention Model (Add Additional Lines as Needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost	
Action Plan Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Action Plan Transformation Intervention Model - 2	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	
Key steps	
Start Date	

Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Action Plan Transformation Intervention Model - 3	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p style="text-align: center;">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	
Action Plan Transformation Intervention Model - 4	
<p>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</p>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Action Plan Transformation Intervention Model - 5	
<p>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</p>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	

Cost for three years	
Action Plan 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	
Action Plan 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	
Action Plan Transformation Intervention Model - 8	
Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Action Plan Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

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

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

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.

Pre-Implementation Action Plan Tier III – Improvement Activities	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost	
Pre-Implementation Action Plan 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	

Action Plan Tier III – Improvement Activities	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Action Plan 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.

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

Budget forms are found in a separate EXCEL file at:

<http://www.education.ne.gov/federalprograms/Documents/Title%20I/Title%20IG%20School%20Improvement/SIG%20Budget%20MASTER%201.16.2013.xlsx>

Appendices (Included as a Separate Documents)

- **Appendix A: NDE Persistently Lowest Achieving Schools (PLAS) Selection Process**
- **Appendix B: Reviewers Rating Rubric and Checklist**
- **Appendix C: Budget Pages**

**NEBRASKA DEPARTMENT OF EDUCATION
Persistently Lowest Achieving Schools (PLAS)
2013-14 based on 2012-13 Data**

Tier I Schools means the five (5) or 5% (whichever is greater) of the 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 percent over the three latest years that was not identified in the five (5) of 5% (whichever is greater) of the lowest-achieving Title I schools. (Schools listed with an asterisk (*) made the AYP goals in 2012-13. A school must make meet AYP goals for two consecutive years in the subject that caused the Needs Improvement identification to no longer be considered in Need of Improvement under NCLB.)

NOTE: The November 1, 2010 U.S. Department of Education School Improvement (SIG) Guidance states, "In accordance with section II.B.10 of the SIG final requirements, an SEA may not count currently served Tier I and Tier II schools toward the number of Tier I and Tier II schools that it must identify for the purposes of SIG competition." The guidance goes on to say, "If any of the State's currently served Tier I school continue to fall into the bottom five percent based on the most recent achievement data, the SEA must go further up its list to identify schools that are eligible for funds."

The following Tier I Schools are eligible to apply for ESEA(Elementary and Secondary Education Act) SIG (School Improvement Grant) funds.

DISTRICT ID	DISTRICT_NAME	AGENCYID	SCHOOL_NAME
26-0024-000	NEWCASTLE PUBLIC SCHOOLS	26-0024-002	NEWCASTLE ELEMENTARY SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-037	MONROE MIDDLE SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-091	DRUID HILL ELEMENTARY SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-127	KENNEDY ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-143	MINNE LUSA ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-185	WAKONDA ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-201	JACKSON ELEMENTARY SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-214	SKINNER MAGNET CENTER

Tier I High School based on Graduation Rate of Less than 75%

DISTRICT ID	DISTRICT_NAME	AGENCYID	SCHOOL_NAME
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-013	OMAHA SOUTH MAGNET HIGH SCHOOL

The following Tier I Schools currently receive SIG funding and are not eligible to apply for additional SIG funds at this time.

DISTRICT ID	DISTRICT_NAME	AGENCYID	SCHOOL_NAME
54-0505-000	SANTEE COMMUNITY SCHOOLS	54-0505-001	SANTEE HIGH SCHOOL
54-0505-000	SANTEE COMMUNITY SCHOOLS	54-0505-002	SANTEE ELEMENTARY SCHOOL
87-0013-000	WALTHILL PUBLIC SCHOOLS	87-0013-001	WALTHILL HIGH SCHOOL
87-0016-000	UMO N HO N NATION PUBLIC SCHS	87-0016-001	UMO N HO N NATION HIGH SCHOOL
87-0016-000	UMO N HO N NATION PUBLIC SCHS	87-0016-002	UMO N HO N NATION ELEM SCHOOL
87-0016-000	UMO N HO N NATION PUBLIC SCHS	87-0016-003	UMO N HO N NATION MIDDLE SCH
87-0017-000	WINNEBAGO PUBLIC SCHOOLS	87-0017-001	WINNEBAGO HIGH SCHOOL
87-0017-000	WINNEBAGO PUBLIC SCHOOLS	87-0017-002	WINNEBAGO ELEMENTARY SCHOOL

Tier II Schools shall mean the five (5) or 5% (whichever is greater) of the lowest ranked secondary schools where the “all students” group meets the minimum n-size (30) 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 percent over the three latest years and was not identified as one of the five (5) or 5% (whichever is greater) of the lowest ranked secondary 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 (5) or 5% (whichever is greater) of the pool of schools for Tier II will be included.

DISTRICT ID	DISTRICT_NAME	AGENCYID	SCHOOL_NAME
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	19-0123-008	SCHUYLER MIDDLE SCHOOL
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	22-0011-001	SOUTH SIOUX SENIOR HIGH SCHOOL
24-0001-000	LEXINGTON PUBLIC SCHOOLS	24-0001-001	LEXINGTON HIGH SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-001	BENSON MAGNET HIGH SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-003	BRYAN HIGH SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-009	OMAHA NORTH MAGNET HIGH SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-011	OMAHA NORTHWEST MAGNET HIGH SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-019	BEVERIDGE MAGNET MIDDLE SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-021	BRYAN MIDDLE SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-029	LEWIS & CLARK MIDDLE SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-035	MC MILLAN MAGNET MIDDLE SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-207	KING SCIENCE/TECH MAGNET M S
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-001	LINCOLN HIGH SCHOOL
56-0001-001	NORTH PLATTE PUBLIC SCHOOLS	56-0001-001	NORTH PLATTE HIGH SCHOOL

Tier III Schools mean any Title I school identified to be in needs 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.

DISTRICT ID	DISTRICT_NAME	AGENCYID	SCHOOL_NAME
01-0018-000	HASTINGS PUBLIC SCHOOLS	01-0018-003	ALCOTT ELEMENTARY SCHOOL
01-0018-000	HASTINGS PUBLIC SCHOOLS	01-0018-005	LINCOLN ELEMENTARY SCHOOL
01-0018-000	HASTINGS PUBLIC SCHOOLS	01-0018-006	LONGFELLOW ELEMENTARY SCHOOL
02-2001-000	NEBRASKA UNIFIED DISTRICT 1	02-2001-008	CLEARWATER/ORCHARD HIGH SCHOOL
02-2001-000	NEBRASKA UNIFIED DISTRICT 1	02-2001-009	VERDIGRE HIGH SCHOOL
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	04-0001-002	BANNER COUNTY ELEMENTARY SCHOOL
07-0006-000	ALLIANCE PUBLIC SCHOOLS	07-0006-004	EMERSON ELEMENTARY SCHOOL
07-0006-000	ALLIANCE PUBLIC SCHOOLS	07-0006-005	GRANDVIEW ELEMENTARY SCHOOL
08-0050-000	WEST BOYD SCHOOL DISTRICT	08-0050-001	WEST BOYD HIGH SCHOOL
10-0002-000	GIBBON PUBLIC SCHOOLS	10-0002-002	GIBBON ELEMENTARY SCHOOL
10-0007-000	KEARNEY PUBLIC SCHOOLS	10-0007-008	CENTRAL ELEMENTARY SCHOOL
10-0009-000	ELM CREEK PUBLIC SCHOOLS	10-0009-002	ELM CREEK ELEMENTARY SCHOOL
10-0069-000	RAVENNA PUBLIC SCHOOLS	10-0069-002	RAVENNA ELEMENTARY SCHOOL
14-0541-000	COLERIDGE COMMUNITY SCHOOLS	14-0541-001	COLERIDGE HIGH SCHOOL
15-0010-000	CHASE COUNTY SCHOOLS	15-0010-002	CHASE COUNTY ELEMENTARY SCHOOL
17-0001-000	SIDNEY PUBLIC SCHOOLS	17-0001-004	NORTH WARD ELEMENTARY SCHOOL
17-0001-000	SIDNEY PUBLIC SCHOOLS	17-0001-005	SOUTH WARD ELEMENTARY SCHOOL
18-0011-000	HARVARD PUBLIC SCHOOLS	18-0011-002	HARVARD ELEMENTARY SCHOOL
20-0001-000	WEST POINT PUBLIC SCHOOLS	20-0001-002	WEST POINT ELEMENTARY SCHOOL
20-0001-000	WEST POINT PUBLIC SCHOOLS	20-0001-004	WEST POINT - BEEMER MIDDLE SCHOOL
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	21-0025-003	CUSTER ELEMENTARY SCHOOL
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	21-0025-004	NORTH PARK ELEMENTARY SCHOOL

22-0011-000	SO SIOUX CITY COMMUNITY SCHS	22-0011-005	HARNEY ELEMENTARY SCHOOL
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	22-0011-008	CARDINAL ELEMENTARY SCHOOL
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	22-0011-011	COVINGTON ELEMENTARY SCHOOL
24-0001-000	LEXINGTON PUBLIC SCHOOLS	24-0001-002	LEXINGTON MIDDLE SCHOOL
24-0001-000	LEXINGTON PUBLIC SCHOOLS	24-0001-003	BRYAN ELEMENTARY SCHOOL
24-0001-000	LEXINGTON PUBLIC SCHOOLS	24-0001-004	MORTON ELEMENTARY SCHOOL
24-0001-000	LEXINGTON PUBLIC SCHOOLS	24-0001-005	PERSHING ELEMENTARY SCHOOL
24-0001-000	LEXINGTON PUBLIC SCHOOLS	24-0001-006	SANDOZ ELEMENTARY SCHOOL
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	24-0101-002	ELEMENTARY SCHOOL AT SUMNER
26-0001-000	PONCA PUBLIC SCHOOLS	26-0001-002	PONCA ELEMENTARY SCHOOL
26-0001-000	PONCA PUBLIC SCHOOLS	26-0001-003	JACKSON ELEMENTARY
26-0024-000	NEWCASTLE PUBLIC SCHOOLS	26-0024-001	NEWCASTLE HIGH SCHOOL
26-0024-000	NEWCASTLE PUBLIC SCHOOLS	26-0024-003	NEWCASTLE MIDDLE SCHOOL
27-0001-000	FREMONT PUBLIC SCHOOLS	27-0001-007	LINDEN ELEMENTARY SCHOOL
27-0001-000	FREMONT PUBLIC SCHOOLS	27-0001-009	WASHINGTON ELEMENTARY SCHOOL
27-0001-000	FREMONT PUBLIC SCHOOLS	27-0001-015	MILLIKEN PARK ELEMENTARY SCH
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-033	R M MARRS MAGNET MIDDLE SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-055	ADAMS ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-059	BEALS ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-061	BELLE RYAN ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-063	BELVEDERE ELEMENTARY SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-065	BENSON WEST ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-067	BOYD ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-069	CASTELAR ELEMENTARY SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-071	CATLIN MAGNET CENTER
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-081	CONESTOGA MAGNET ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-089	DODGE ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-095	EDISON ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-099	FLORENCE ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-101	FONTENELLE ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-103	FRANKLIN ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-105	GILDER ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-107	GOMEZ HERITAGE ELEMENTARY SCH
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-111	HARTMAN ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-113	HIGHLAND ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-115	INDIAN HILL ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-121	JEFFERSON ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-125	KELLOM ELEMENTARY SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-133	LOTHROP MAGNET CENTER
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-135	R M MARRS MAGNET ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-139	MASTERS ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-140	MORTON MAGNET ELEMENTARY SCH
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-141	MILLER PARK ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-147	MOUNT VIEW ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-149	OAK VALLEY ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-153	PAWNEE ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-165	ROSE HILL ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-169	SARATOGA ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-174	LIBERTY ELEMENTARY SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-175	SPRING LAKE MAGNET CENTER
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-179	SUNNY SLOPE ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-187	WALNUT HILL ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-191	WESTERN HILLS MAGNET CENTER
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-204	BANCROFT ELEMENTARY
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-205	KING ELEMENTARY SCHOOL

28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-206	KING SCIENCE/TECH MAGNET ELEM
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-209	PRAIRIE WIND ELEM SCHOOL
28-0001-000	OMAHA PUBLIC SCHOOLS	28-0001-210	ASHLAND PARK/ROBBINS ELEM SCH
28-0017-000	MILLARD PUBLIC SCHOOLS	28-0017-003	BRYAN ELEMENTARY SCHOOL
28-0017-000	MILLARD PUBLIC SCHOOLS	28-0017-014	HOLLING HEIGHTS ELEM SCHOOL
28-0054-000	RALSTON PUBLIC SCHOOLS	28-0054-002	KAREN WESTERN ELEMENTARY SCH
28-0054-000	RALSTON PUBLIC SCHOOLS	28-0054-004	MOCKINGBIRD ELEMENTARY SCHOOL
28-0054-000	RALSTON PUBLIC SCHOOLS	28-0054-007	BLUMFIELD ELEMENTARY SCHOOL
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	28-0066-005	HILLSIDE ELEMENTARY SCHOOL
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	28-0066-013	WESTGATE ELEMENTARY SCHOOL
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	28-0066-023	WESTBROOK ELEMENTARY SCHOOL
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	29-0117-002	BENKELMAN ELEMENTARY SCHOOL
34-0001-000	SOUTHERN SCHOOL DIST 1	34-0001-002	SOUTHERN ELEMENTARY SCHOOL
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	40-0002-004	WALNUT MIDDLE SCHOOL
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	40-0002-006	DODGE ELEMENTARY SCHOOL
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	40-0002-007	HOWARD ELEMENTARY SCHOOL
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	40-0002-008	JEFFERSON ELEMENTARY SCHOOL
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	40-0002-011	WEST LAWN ELEMENTARY SCHOOL
45-0007-000	O'NEILL PUBLIC SCHOOLS	45-0007-002	O'NEILL ELEMENTARY SCHOOL
48-0008-000	FAIRBURY PUBLIC SCHOOLS	48-0008-003	CENTRAL ELEMENTARY SCHOOL
48-0008-000	FAIRBURY PUBLIC SCHOOLS	48-0008-008	JEFFERSON INTERMEDIATE SCHOOL
53-0001-000	KIMBALL PUBLIC SCHOOLS	53-0001-003	MARY LYNCH ELEMENTARY
54-0501-000	NIOBRARA PUBLIC SCHOOLS	54-0501-002	NIOBRARA ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-002	C CULLER MIDDLE SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-005	BELMONT ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-014	CALVERT ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-018	CLINTON ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-019	GOODRICH MIDDLE SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-022	ELLIOTT ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-027	HOLMES ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-028	HUNTINGTON ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-034	EVERETT ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-035	PERSHING ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-036	PRESCOTT ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-039	SARATOGA ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-041	WEST LINCOLN ELEMENTARY SCHOOL
55-0001-000	LINCOLN PUBLIC SCHOOLS	55-0001-053	PARK MIDDLE SCHOOL
55-0145-000	WAVERLY SCHOOL DISTRICT 145	55-0145-006	WAVERLY INTERMEDIATE SCHOOL
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	56-0001-004	MADISON MIDDLE SCHOOL
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	56-0001-006	JEFFERSON ELEMENTARY SCHOOL
59-0001-000	MADISON PUBLIC SCHOOLS	59-0001-001	MADISON HIGH SCHOOL
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	61-0004-004	CENTRAL CITY ELEMENTARY SCHOOL
65-2005-000	SO CENTRAL NE UNIFIED SYSTEM 5	65-2005-007	LAWRENCE/NELSON ELEMENTARY SCH
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	66-0111-002	NEBRASKA CITY MIDDLE SCHOOL
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	67-0001-002	PAWNEE CITY ELEMENTARY SCH
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	67-0069-001	LEWISTON HIGH SCHOOL
71-0001-000	COLUMBUS PUBLIC SCHOOLS	71-0001-003	EMERSON ELEMENTARY SCHOOL
71-0001-000	COLUMBUS PUBLIC SCHOOLS	71-0001-012	CENTENNIAL ELEMENTARY SCHOOL
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	71-0005-003	SHELL CREEK ELEMENTARY SCHOOL
76-0002-000	CRETE PUBLIC SCHOOLS	76-0002-002	CRETE ELEMENTARY SCHOOL
76-0002-000	CRETE PUBLIC SCHOOLS	76-0002-003	CRETE MIDDLE SCHOOL
76-0068-000	FRIEND PUBLIC SCHOOLS	76-0068-002	FRIEND ELEMENTARY SCHOOL
77-0001-000	BELLEVUE PUBLIC SCHOOLS	77-0001-006	BELLEAIRE ELEMENTARY SCHOOL
77-0001-000	BELLEVUE PUBLIC SCHOOLS	77-0001-011	BIRCHCREST ELEMENTARY SCHOOL
77-0027-000	PAPILLION-LA VISTA PUBLIC SCHS	77-0027-009	CARRIAGE HILL ELEMENTARY SCH

78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	78-0001-002	ASHLAND-GREENWOOD ELEM SCHOOL
79-0002-000	MINATARE PUBLIC SCHOOLS	79-0002-002	MINATARE ELEMENTARY SCHOOL
79-0016-000	GERING PUBLIC SCHOOLS	79-0016-004	GEIL ELEMENTARY SCHOOL
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	79-0032-005	ROOSEVELT ELEMENTARY SCHOOL
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	81-0010-015	GORDON-RUSHVILLE MIDDLE SCHOOL
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	82-0015-002	LITCHFIELD ELEMENTARY SCHOOL
84-0003-000	STANTON COMMUNITY SCHOOLS	84-0003-002	STANTON ELEMENTARY SCHOOL
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	91-0002-002	RED CLOUD ELEMENTARY SCHOOL
92-0045-000	WHEELER CENTRAL SCHOOLS	92-0045-002	WHEELER CENTRAL ELEMENTARY #45

The following Tier III School currently receives SIG funding and is not eligible to apply for additional SIG funds at this time.

DISTRICT ID	DISTRICT_NAME	AGENCYID	SCHOOL_NAME
10-0019-000	SHELTON PUBLIC SCHOOLS	10-0019-002	SHELTON ELEMENTARY SCHOOL

Appendix A.

Nebraska Department of Education Persistently Lowest Achieving Schools Selection Process

Introduction

When Nebraska accepted the State Fiscal Stabilization Funds of the America Recovery and Reinvestment Act (ARRA) to provide additional aid to the school districts, the state agreed to four school reform assurances. One of these assurances requires the state to identify low-performing schools known as Persistently Lowest-Achieving Schools (PLAS).

PLAS is yet another way of looking at school performance to identify specific schools for assistance. PLAS does not replace the Adequate Yearly Progress (AYP) of No Child Left Behind. All Title I schools identified as being in need of improvement under AYP are now also considered PLAS. High schools with graduation rates below 75 percent over a period of three years are considered PLAS. Secondary schools that are eligible for Title I funds but not served that are the lowest ranked among all the schools in the state are also considered PLAS.

Schools identified as PLAS will have the option of applying for a School Improvement Grant that is funded with Title I, 1003(g), funds. To award these funds, the state must divide the PLAS schools into levels or the following Tiers:

Tier I Schools mean the five (5) or 5% (whichever is greater) of the lowest-achieving Title I schools identified to be in needs improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75 percent over the three latest years that was not identified in the five (5) or 5% (whichever is greater) of the lowest-achieving Title I 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 mean the five (5) or 5% (whichever is greater) of the lowest ranked secondary schools where the “all students” group meets the minimum n-size (30) 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 percent over the three latest years and was not identified as one of the five (5) or 5% (whichever is greater) of the lowest ranked secondary 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 (5) or 5% (whichever is greater) of the pool of schools for Tier II will be included.

Tier III Schools mean any Title I school identified to be in needs 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.

Schools without grades included in the assessment system (i.e., K-2) will be given the same NeSA/AYP status and held to the requirements of the school to which the majority of their graduates attend. This also applies to districts or schools with no students in the grades assessed. NOTE: This process is also applied when calculating PLA (Persistently Lowest Achieving) Tier I, Tier II, and Tier III Schools.

Identifying Tier I Schools

Title I Performance Rank

Using the latest available AYP data of the “all students” group for all the Title I schools identified to be in needs improvement, corrective action, or restructuring, add the number of students considered proficient (proficient and advanced levels) in Reading and the number of students considered proficient in Math divided by the combined number of students enrolled a full academic year for AYP (FAY) in Reading and Math to derive a performance proficiency. Rank this new percent proficient in ascending order to determine the **performance rank** for each school.

NOTE: FAY (Full Academic Year) includes students who were enrolled on the last Friday in September and received a performance ranking on NeSA.

Title I Progress Over Time Rank

Using AYP data of the “all students” group for the past three years (initial list used 2006-07, 2007-08 and 2008-09) for all the Title I schools identified to currently be in needs improvement, corrective action, or restructuring, add the number students considered proficient (proficient and advanced levels) in Reading and Math for each of the three years and divide by the sum of the number of students enrolled a full academic year for AYP (FAY) for both Reading and Math for all three years to derive a progress over time proficiency. Rank this new percent proficient in ascending order to determine the **progress rank** for each school.

Title I Final Rank

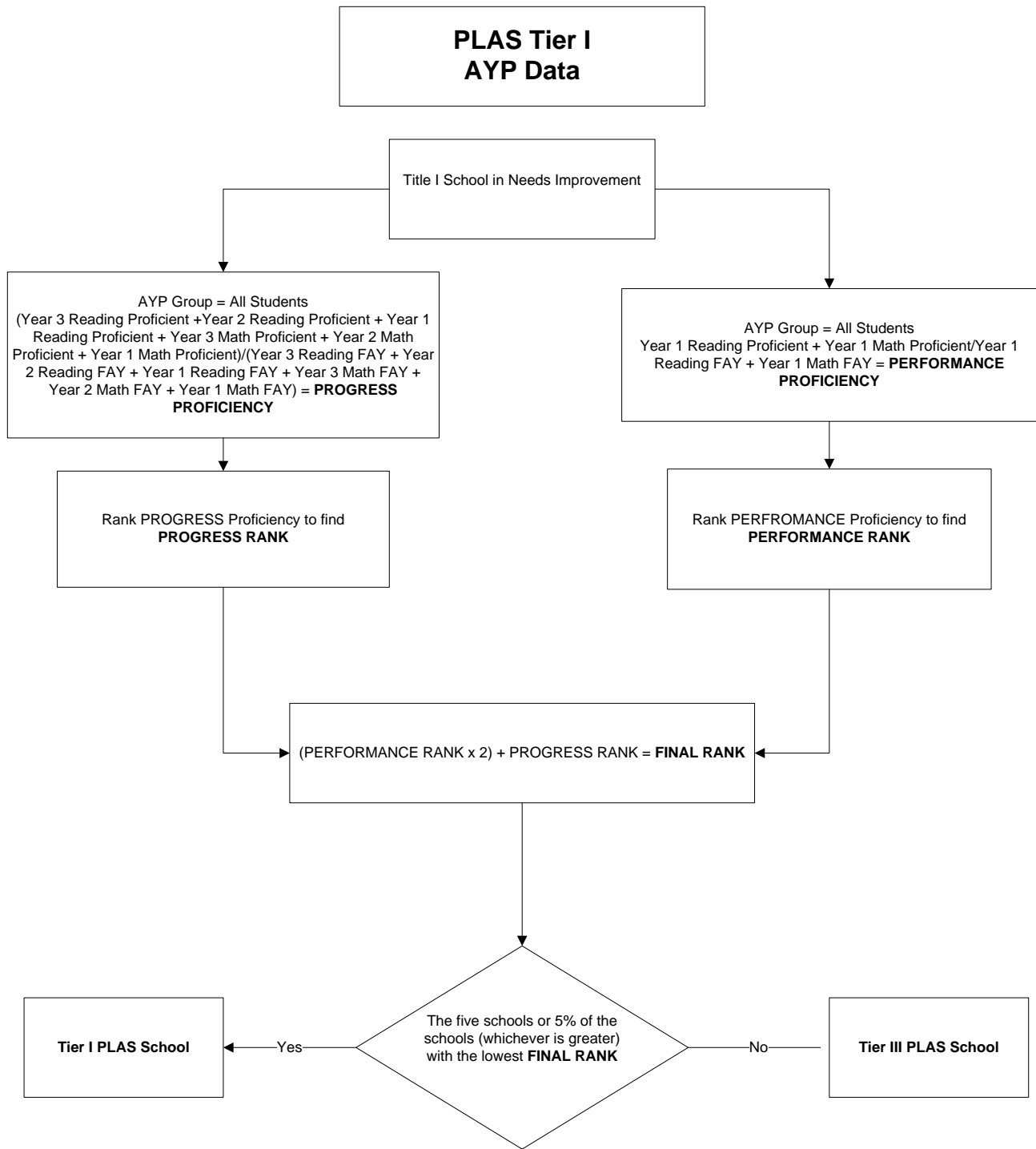
To determine the final rank for PLAS for Tier I, double the performance rank and then add the progress rank. Rank the schools in ascending order based on this new combined rank (performance rank and progress rank) to determine a **final rank** for each school. The five schools or 5% of the schools (whichever is greater) with the lowest final rank become the Title I Tier I schools that are considered the persistently lowest-achieving schools.

Identifying Tier III Schools

One of the criteria in determining if a school is a Tier III school is:

- Any Title I school identified to currently be in needs improvement, corrective action, or restructuring, but was not identified as a Tier I School will be considered a persistently low achieving Tier III school.

Note: A Title I School identified to be in needs improvement that does not have 3 years of data to calculate the Progress over Time Rank will not have a Final Rank and will be included in the Tier III list.



Identifying Tier II Schools

Secondary Schools Performance Rank

A file is received from the Grants Management System (GMS) that contains all the secondary schools that are eligible for, but do not receive, Title I funds based on the information found in the latest available NCLB application. Using the latest available AYP data of the “all students” group for all the secondary schools that are eligible for, but do not receive, Title I funds, add the number of students considered proficient (proficient and advanced levels) in Reading and the number of students considered proficient in Math divided by the sum of the number of students enrolled a full academic year for AYP (FAY) in Reading and Math to derive a performance proficiency. Rank this new percent proficient in ascending order to determine the **performance rank** for each school.

Secondary Schools Progress Over Time Rank

Using AYP data of the “all students” group for the past three years (initial year used 2006-07, 2007-08 and 2008-09) for all the secondary school that are currently eligible for, but do not receive, Title I funds, and have data available for the past three years, add the number students considered proficient (proficient and advanced levels) in Reading and Math for each of the three years and divide by the sum of the number of students enrolled a full academic year for AYP (FAY) for both Reading and Math for all three years to derive a progress over time proficiency. Rank this new percent proficient in ascending order to determine the **progress rank** for each school.

Secondary Schools Final Rank

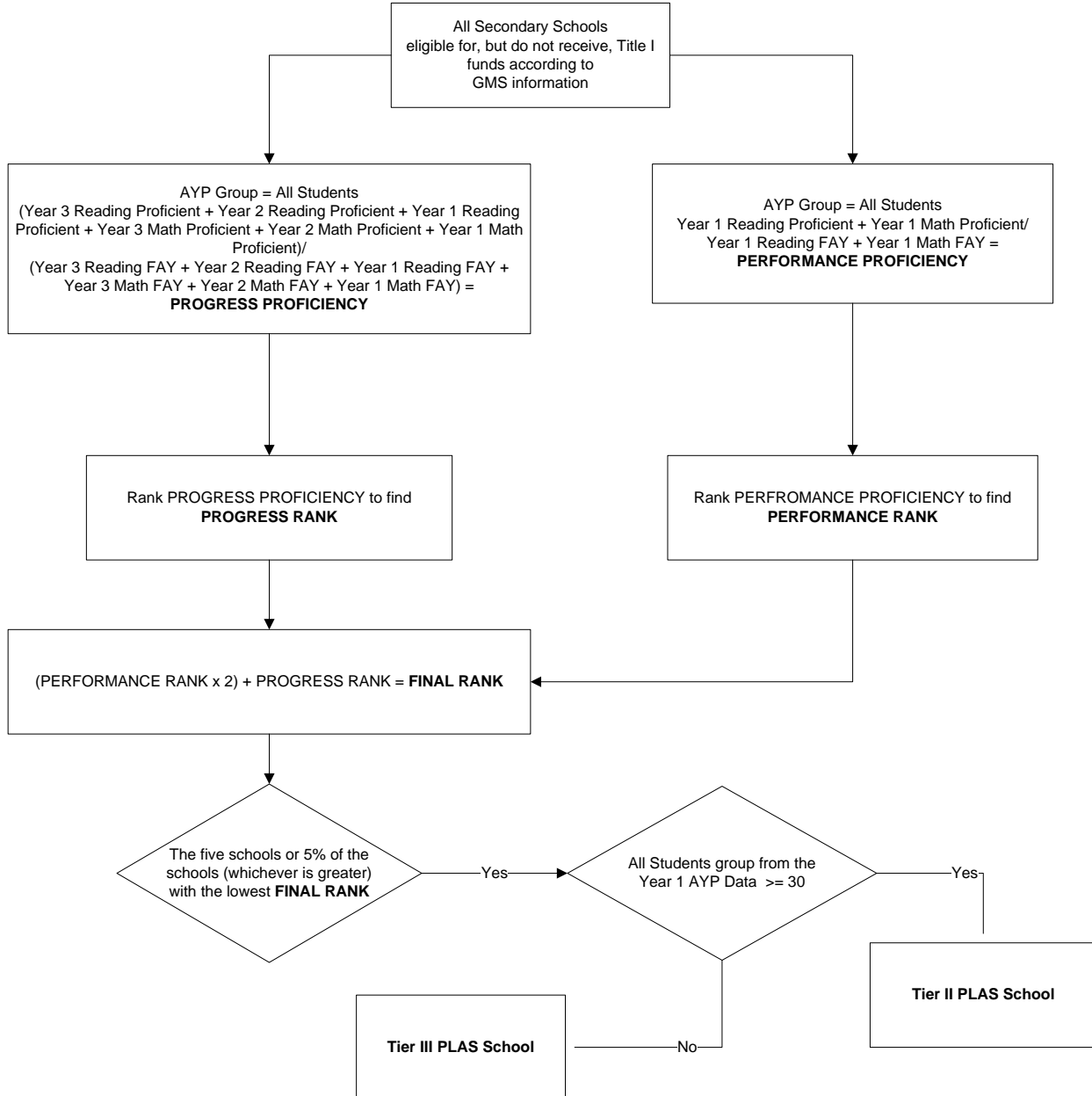
To determine the final rank for PLAS for Tier II, double the performance rank and then add the progress rank for each identified secondary school. Rank the schools in ascending order based on this new combined rank (performance rank and progress rank) to determine a **final rank** for each secondary school. The five schools or 5% of the schools (whichever is greater) with the lowest final rank where the “all students” group for the latest available school year meets the minimum n-size for AYP become the secondary Tier II schools that are considered the persistently lowest-achieving schools.

Identifying Tier III Schools

One of the criteria in determining if a school is a Tier III school is:

- Any school that is ranked as low as the Tier I or Tier II schools but the “all students” group for the latest available school year does not meet the minimum n-size for AYP will be considered as a persistently low achieving Tier III school.

PLAS Tier II AYP Data



Graduation Rate

AYP Graduation Rate

For Adequate Yearly Progress (AYP) reporting as required by the No Child Left Behind Act (NCLB), the graduation rate from the previous year is used because graduation rate data for the current year is not available in time to allow for the release of AYP data under the law's requirements. The high school diploma recipients are completers who graduate with a regular high school diploma. The graduation rate definition allows for high school diploma recipients who graduate in the summer following grade 12 to be included. The graduation rate definition does not allow for the exclusion of dropouts or a dropout to be considered as a transfer.

Nebraska has received approval in the Nebraska Accountability Workbook (Critical Element 7.1) to include the following students in the calculation of the graduation rate for AYP.

- Students with disabilities who graduate with a regular diploma in a program described in their Individualized Educational Program that may take five, six or seven years.
- English Language Learners (ELL) who enroll for the first time in a U. S. School at some point in the middle or high school grades and graduate with a regular diploma in the fifth year of high school. Inclusion of ELL students must be made on a case-by-case basis determined by the district.

$$\text{High School Diploma Recipients [(Year 4) + ELL (Year 5) + Special Education (Year 5, 6, 7)]}$$

$$\text{Dropouts [(Grade 9 (Year 1) + Grade 10 (Year 2) + Grade 11 (Year 3) + Grade 12 (Year 4)] + High School Diploma Recipients [(Year 4) + ELL (Year 5) + Special Education (Year 5, 6, 7)]}$$

The high school diploma recipients (the numerator) and the dropouts plus the high school diploma recipients (the denominator) are determined based on AYP graduation rates provided by the districts. The AYP_GRADUATION_RATE_BY_SCHOOL table stores the total graduates and the AYP graduation rate. The numerator is the total graduates (or High School Diploma Recipients). The denominator (dropouts plus high school diploma recipients) is a derived value. By dividing the total graduates by the AYP graduation rate's decimal equivalent, a number is created that represents the dropouts plus the high school diploma recipients for each school.

Cohort Four-Year Graduation Rate

The Cohort Four-Year Graduation rate will be used by NDE to calculate and report the graduation rate at the high school level starting with the 2011 cohort using NSSRS longitudinal data. A cohort represents the set of students sharing an expected graduation year. The expected graduation year is determined by adding four years to the school year when the student reaches 9th grade for the first time and remains unchanged. The 2011 cohort is the group of students who entered 9th grade for the first time in the 2007-08 school year. The Cohort Four-Year Graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma (High School Diploma Recipients) in four years or less. The cohort is “adjusted” by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate. The cohort graduation rate definition allows for high school diploma recipients who graduate in the summer following grade 12. The graduation rate definition does not allow for the exclusion of dropouts or a dropout to be considered as a transfer.

High School Diploma Recipients (Year X)

(First-time ninth graders [Year X - 4]) + (Transfer in) – (Transfer out)

The high school diploma recipients (the numerator) and the first-time ninth grader plus students who transfer in minus students who transfer out (the denominator) are determined based the school enrollment records provided by the districts. The COHORT_GRADUATION_RATE_BY_SCHOOL table stores the total graduates, total number of students in the cohort (the first-time ninth grader plus students who transfer in minus students who transfer out) and the Cohort Graduation rate.

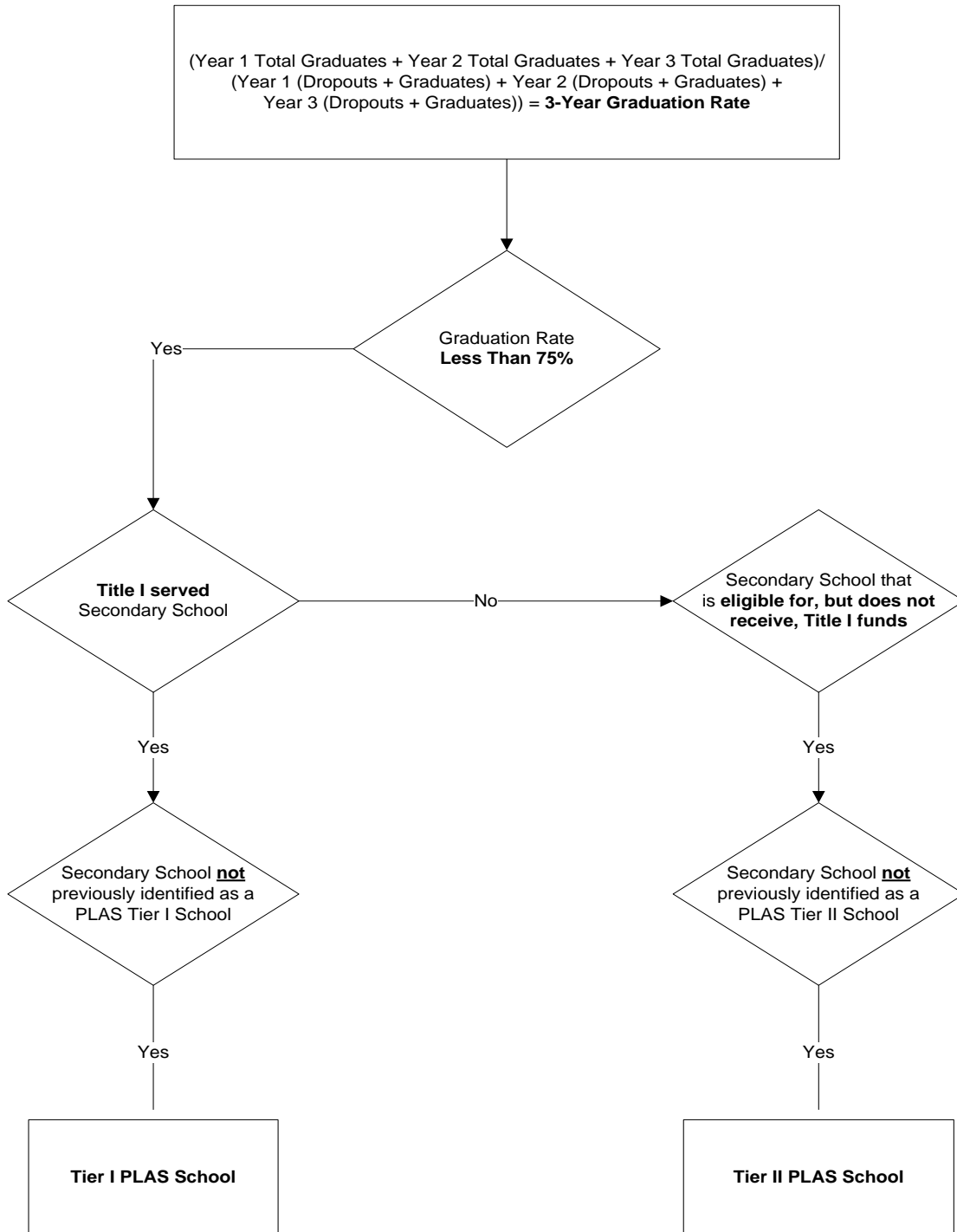
Tier I

Using the AYP graduation data for the “all students group” in all public high schools in the state for the last three years (initial year used 2005-06, 2006-07, and 2007-08), a three-year graduation rate is calculated. The numerator is calculated by adding the number of high school diploma recipients for each school for the defined three years. Likewise, the denominator is calculated by adding the number of dropouts plus high school diploma recipients for each school for the defined three years. A three-year graduation rate is calculated for each school. Each Title I served secondary school with a graduation rate of less than 75 percent over the defined three years that was not identified as one of the five (5) or 5% (whichever is greater) of the lowest-achieving Title I schools (Tier I), will be considered as a persistently low achieving Tier I school.

Tier II

Using the AYP graduation data for the “all students group” in all public high schools in the state for the last three years (initial year used 2005-06, 2006-07, and 2007-08), a three-year graduation rate is calculated. The numerator is calculated by adding the number of high school diploma recipients for each school for the defined three years. Likewise, the denominator is calculated by adding the number of dropouts plus high school diploma recipients for each school for the defined three years. A three-year graduation rate is calculated for each school. Each secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75 percent over the three latest years and was not identified as one of the five (5) or 5% (whichever is greater) of the lowest ranked secondary schools, will be considered as a persistently low achieving Tier II school.

**Graduation Rate
AYP Data
PLAS Tier I and Tier II**



Appendix B Reviewers Rating and Checklist

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

Section 1. DISTRICT LEVEL INFORMATION

Cover Page Complete and Signed	<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed
Part A.1 – List of Schools identified for each	<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed
Part A.2 – Optional – Tier I or Tier II schools already started	<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Not Applicable

Part B Descriptive Information District Level

B.1 The applicant described the district’s contribution to assist schools in their analysis of need and selection of an intervention model. The district must demonstrate that it has analyzed the needs of each school, such as instructional program, school leadership and infrastructure, and selected intervention for each school aligned to the needs of the identified school.

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>The applicant provided a detailed overview of the needs of the school, its students, and community it will serve. The description of the school attendance area was detailed, providing sufficient information for setting up the needs assessment. The description included charts and/or graphs displaying the results of the data analysis.</p> <p>The district included data from all four measures of data—student achievement data, school programs data, student/teacher/parent perceptions data, and demographic data.</p>	<p>The applicant provided a brief description of the school attendance area including the economic factors affecting the school. The description was of sufficient extent to help guide the comprehensive needs assessment.</p> <p>The summary of the needs assessments demonstrated that the district included an analysis of data of all students attending the school and that this data was disaggregated and analyzed to determine students’ needs.</p>	<p>The applicant did not provide a detailed description of its school, its students, and/or its community.</p> <p>The needs assessment did not disaggregate data.</p>
		Points Awarded (Possible 8)
Comments		

B.2 The applicant described 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. The district must ensure that each Tier I and Tier II school that it commits to serve receives all of the state and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are

aligned with the interventions. Tier III schools must indicate that the district has evaluated the capacity relating to the implementation proposed in the SIG grant application.

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a proficient evaluation of capacity, including:</p> <ul style="list-style-type: none"> • High qualify staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included (Tier III).</p>	<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a basic evaluation of capacity, including</p> <ul style="list-style-type: none"> • High qualify staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included (Tier III).</p>	<p>The required activities of the school intervention models did not align to SIG final requirements.</p> <p>Application did not include evaluation of capacity outlined in Table A.</p> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant was not included (Tier III).</p>
		Points Awarded (Possible 8)
Comments		

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 school may not elect to serve only Tier III schools.

If the district is not applying to serve each Tier I school, explain why there is a lack of capacity to serve each Tier I school. (Tier I)	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable
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B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the 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.

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
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The district has identified in detail the experience level and qualifications of external providers to ensure quality.	The district briefly identified the experience level and qualifications of external providers to ensure quality.	The district has not identified the experience level or qualifications of external providers to ensure quality.
The external provider’s qualifications were a key consideration in the recruitment, screening, and selection process.	The external provider’s qualifications were somewhat considered in the recruitment, screening, and selection process.	The external provider’s qualifications were not considered in the recruitment, screening, and selection process.
		Points Awarded (Possible 8)
Comments		

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.

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
Interventions and other resources were outlined with specific detail. They were aligned in order to fully and effectively implement interventions.	Interventions and other resources were briefly outlined and provide enough support to fully and effectively implement interventions.	Interventions and other resources were not aligned and/or did not support the full and effective implementation of interventions.
The LEA outlined multiple specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	The LEA outlined a few specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	No other federal and state resources were outlined to help support interventions.
		Points Awarded (Possible 8)
Comments		

B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

- Some changes may require approval of the local union.

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>Applicant thoroughly addressed the current barriers faced by the Tier I and II schools. Modifications to practices/policies were described in detail.</p> <p>A timeline was included in the description.</p>	<p>Applicant briefly addressed the current barriers faced by the Tier I or II schools. Modifications to practices/policies were described briefly.</p> <p>A specific timeline was not included but the narrative outlined the sequence of events.</p>	<p>Applicant did not address the current barriers faced by the Tier I or II school.</p>
		Points Awarded (Possible 8)
Comments		

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).

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>The district directed resources to short-term, one-time expenditures that will have a long-term payoff for students and educators.</p> <p>For activities that depend on recurring funding, it included a plan for improving systemic efficacy and sustaining systems and programs after funding ends.</p>	<p>The district included activities that will depend on recurring funding, but also included a plan for improving systemic efficacy and sustaining systems and programs after funding ends.</p>	<p>The district did not include a realistic plan for sustaining the interventions after funding ends; no portion of expenditures were directed toward transition costs or improving efficacy of existing systems.</p>
		Points Awarded (Possible 8)
Comments		

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.

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>The district's goals were connected to priority needs, the needs assessment, and portrayed a clear and detailed analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal includes realistic and measureable goals and objectives for each school to be served.</p> <p>The district's application included a rigorous plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.</p> <p>The proposal included a plan for monitoring the progress of the SIG on a regular, ongoing basis.</p>	<p>The district's goals were connected to priority needs, the needs assessment, and portrayed a brief analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal lacks realistic and measureable goals and objectives for each school to be served.</p> <p>The district's application included an adequate plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.</p> <p>The proposal included a plan for monitoring the progress of the SIG; however, it is not on a regular, ongoing basis.</p>	<p>Goals were not clearly related to the needs assessment and/or to the priority need areas.</p> <p>Application did not include a plan for measuring and tracking effectiveness and results of proposed Tier III intervention.</p>
		Points Awarded (Possible 8)

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

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>The district consulted with numerous stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application clearly outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district consulted with some stakeholders with respect to the application and implementation of the proposed interventions.</p> <p>The application minimally outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district did not consult with stakeholder group's regarding the application and implementation of the proposed interventions or shared responsibility for change.</p>
		Points Awarded (Possible 8)

Comments

B.10 Pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1.

Acceptable No Points	Not Acceptable No Points
<p>Interventions were described and focused on helping the school's students meet the state's standards.</p> <p>For Tier I or II schools, the intervention met SIG final requirements.</p> <p>Specific programs, professional development, or activities are fully defined.</p> <p>The application includes pre-implementation activities. These activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Family and Community Engagement • Rigorous Review of External Providers • Instructional Programs • Staffing/School Leadership • Professional Development and Support <p>Preparation for Accountability Measures</p>	<p>Interventions were not described and did not address the school's plans to meet the state's standards.</p> <p>For Tier I or II schools, the interventions do not meet SIG final requirements. This section does not provide an overview of the main components of the Interventions being proposed.</p>
<p>The district described the activities that will occur during the pre-implementation period (spring 2014) and how each activity will better enable the district to implement the SIG activities during the 2014 school year (No Points)</p>	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

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.

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>Activities were outlined with specific detail. They were aligned in order to fully and effectively implement interventions.</p>	<p>Activities were briefly outlined and provide enough support to fully and effectively implement interventions.</p>	<p>Activities were not aligned and/or did not support the full and effective implementation of interventions.</p>
		<p>Points Awarded (Possible 8)</p>
<p>Comments</p>		

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. (See updated verbiage on LEA App.)

Acceptable No Points	Not Acceptable No Points
<p>The district submitted a line-itemed budget.</p> <p>The district submitted a budget that reflects amounts requested for each year of a three-year period. (Tier I and Tier II only).</p> <p>Reflects sufficient size and scope to support full and effective implementation of selected model (Tier I and II) or School Improvement Grant (Tier III).</p>	<p>The district did not submit a line-itemed budget.</p> <p>Budgets amounts were omitted or not clearly indicated.</p>
<p>The district submitted a line-item budget that reflects amounts requested for each of the Acceptable three year period. (No Points)</p>	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Part D and Part E ASSURANCES AND WAIVERS

Assurances have been checked	<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed
Waivers have been checked that district will implement	<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed

Section 2. SCHOOL LEVEL INFORMATION

Part A. Descriptive Information School Level

A.1. Analysis of Need

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

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.

Leading Indicators	<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed
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- (a) Student Achievement - 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?

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
Areas of need have been clearly identified and these identified needs have been tied to the required activity for each model. The school has identified how the intervention model chosen will clearly meet the identified student achievement gap.	Areas of need have been identified and the identified needs have been tied to some of required activities for each model. The school has identified how the intervention model chosen will help meet the identified student achievement gap.	Areas of need have not been identified or tied to any of required activities for each model. The school has not identified how the intervention model chosen will help meet the identified student achievement gap.
		Points Awarded (Possible 8)
Comments		

- (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?

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
Programs/services that support academic achievement for struggling students have been clearly identified and these identified programs/services have been tied to the required activities for the chosen model. Three or more Identified areas of need have been listed. The school has identified how the intervention model chosen will clearly meet the identified needs.	Programs/services that support academic achievement for struggling students have been identified and these identified programs/services have been tied to some of the required activities for the chosen model. One or two identified areas of need have been listed. The school has identified how the intervention model chosen will meet the one identified need.	Programs/services that support academic achievement for struggling students have not been clearly identified and those identified programs/services have not been tied to any of the required activities for the chosen model. No identified areas of need have been listed. The school has not identified how the intervention model chosen will meet any needs.
		Points Awarded (Possible 8)
Comments		

- (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?

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>A profile of teachers was provided with years of experience, education attained, and professional development information. This profile of teacher was then compared to the identified areas of need and matched with the required activities for the chosen model.</p> <p>The teacher profile and matching to the chosen model process drives the professional development plan for the school.</p>	<p>A profile of teachers was provided with years of experience, education attained, and professional development information.</p> <p>This teacher profile was not directly tied to the implementation of the chosen model nor to the professional development plan.</p>	<p>A list of teachers was provided but did not include years of experience, education attained, and professional development information.</p> <p>This list of teachers was not tied to the chosen model or the professional development plan.</p>
		Points Awarded (Possible 8)
Comments		

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

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>An analysis of instructional practices aligns curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction.</p> <p>Areas of need are listed and these areas of need are closely tied to the required activities of the chosen model.</p>	<p>An analysis of instructional practices aligns curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction.</p> <p>Areas of need are not listed and therefore the areas of need are not tied to the required activities of the chosen model.</p>	<p>There is no instructional practices profile and no analysis of curriculum.</p> <p>Areas of need are not listed and therefore the areas of need are not tied to the required activities of the chosen model.</p>
		Points Awarded (Possible 8)
Comments		

- (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?

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>Two or more indicators of system support are in place such as:</p> <ul style="list-style-type: none"> • Alignment with school improvement efforts • Extending learning time • Governance flexibility <p>The identified needs are tied to the chosen model and its requirements.</p>	<p>At least one indicator of system support is in place such as:</p> <ul style="list-style-type: none"> • Alignment with school improvement efforts • Extending learning time • Governance flexibility <p>The identified needs are somewhat tied to the chosen model and its requirements.</p>	<p>No Indicators of system support are in place such as:</p> <ul style="list-style-type: none"> • Alignment with school improvement efforts • Extending learning time • Governance flexibility <p>The identified needs are not tied to the chosen model and its requirements.</p>
		Points Awarded (Possible 8)
Comments		

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

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>The district consulted with numerous stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application clearly outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district consulted with some stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application minimally outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district did not consult with stakeholder groups regarding the application and implementation of the proposed interventions or shared responsibility for change.</p>
		Points Awarded (Possible 8)
Comments		

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.

Action Plan Analysis:

Required Action Plans include key steps (short-and long-term):

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
All required action plans for the chosen model include key steps (both short and long term)	Most of the required action plans for the chosen model include key steps (both short and long term)	None of required action plans for the chosen model include key steps (either short or long term)
		Points Awarded (Possible 8)
Comments		

Required Action Plans provide sufficient detail:

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
All required action plans for the chosen model provide sufficient detail to put into operation	Most of the required action plans for the chosen model provide sufficient detail to put into operation	None of the required action plans for the chosen model provide sufficient detail to put into operation
		Points Awarded (Possible 8)
Comments		

Required Action Plans describe how progress will be monitored and evaluated:

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
All required action plans for the chosen model provide detail on how progress will be monitored and evaluated	Most of the required action plans for the chosen model provide detail on how progress will be monitored and evaluated	None of the required action plans for the chosen model provide detail on how progress will be monitored and evaluated
		Points Awarded (Possible 8)
Comments		

Start date and implementation date are included	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete
Person(s) responsible for each activity are listed (by name or title)	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete
When applicable, estimated costs are included with the action plans	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete
Action Plans for Tier III included	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> Not Applicable
Staff positions to be paid with SIG funds are listed	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete
3 year budget for appropriate model for each building included	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete
Summary budget below for specific model selected	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete

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

Proficient 5-8 Points	Basic 1-4 Points	Incomplete 0 Points
<p>The budget clearly reflected the proposed interventions and activities as supported through the needs assessment.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget clearly focuses on the intervention (Tiers I and II) or School Improvement Objectives (Tier III).</p> <p>All pre-implementation activities are described.</p>	<p>The budget reflects most of the proposed interventions and activities.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget focuses on the selected intervention (Tiers I and II) or School Improvement Objectives (Tier III).</p> <p>All pre-implementation activities are defined and described. These activities are good; however, are not necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The budget does not reflect the proposed interventions and activities.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget focuses on the intervention (Tiers I and II) or School Improvement Grant (Tier III).</p> <p>All pre-implementation activities are defined and described. These activities are good; however, are not necessary in order for the LEA to prepare for full implementation of the school</p>
		Points Awarded (Possible 8)
Comments		

No data will be entered on this page. This page serves as a combined budget for all completed budget pages.

NDE County District No.:	0						
District Name:	0						
DISTRICT SUMMARY PAGE							
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
District-Wide Activities (Year 1)	0	0	0	0	0	0	\$0
Turn Around Model (Year 1)	0	0	0	0	0	0	\$0
Restart Model (Year 1)	0	0	0	0	0	0	\$0
School Closure (Year 1)	0	0	0	0	0	0	\$0
Transformation1 Model (Year 1)	0	0	0	0	0	0	\$0
Transformation2 Model (Year 1)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 1)	0	0	0	0	0	0	\$0
District-Wide Activities (Year 2)	0	0	0	0	0	0	\$0
Turn Around Model (Year 2)	0	0	0	0	0	0	\$0
Restart Model (Year 2)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 2)	0	0	0	0	0	0	\$0
Transformation2 Model (Year 2)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 2)	0	0	0	0	0	0	\$0
District-Wide Activities (Year 3)	0	0	0	0	0	0	\$0
Turn Around Model (Year 3)	0	0	0	0	0	0	\$0
Restart Model (Year 3)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 3)	0	0	0	0	0	0	\$0
Transformation2 Model (Year 3)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 3)	0	0	0	0	0	0	\$0

